# English as an International Language

## Skills to be Given Priority in FLT Situation

Dr. Abdelrahman Mohammed Yeddi Elnoor

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**Dr. Abdelrahman Mohammed Yeddi Elnoor**

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*In the name of Allah, the Most Gracious and the most Merciful*
*And PBU the Prophet and his Progeny*

# Introduction

Allah's will (be done)! There is no power But with Allah, the Almighty, Praise be to Allah, the Cherisher and the Sustainer of the Worlds, and PBU the Prophet Mohammed and his purged progeny.

Dear teacher, student and researcher. Language, whether a mother tongue, a second language or a foreign language is a tool of communication. People learn language to communicate and exchange messages through it. The word 'communication' bears its root from the Latin word 'communicate' means 'to share.' In the words of Meenakshi, Raman, (2004), "Communication can be defined as the exchange of information, ideas and knowledge between the sender and receiver through an accepted code of symbols. It is termed effective only when the receiver receives the message intended by the sender and the same perspective." The importance of communicating with people from all over the world and the consequent need to learn an international language for that purpose has vastly increased during the last decades. Trade, higher education in different fields, diplomatic missions, technological development and military aggression of various degrees and complexities, all these, have made people search for an internationally-spread language and learn it and in most cases that international language is English language which is a foreign language for the majority of the world population.

Since the mid of the second half of the 20th., the ailing condition of the achievement of learners in English where it is taught as a foreign language became even more chronic and complicated because educators, syllabus designers and teachers in the situation where English is taught as foreign language have been swept away by the successive emerging contradictory theorizations which took them to a no-learning land. Therefore, the efforts of teaching/learning English as a foreign language could not give a tangible fruit. The basic cause of this sad state of affairs was that educators, syllabus designers and teachers in foreign language teaching/learning context could not make out which aspects of the language have priority in teaching and which skills, if learned, can support the learner to develop other skills and foster the learning of English language in general. Educators, syllabus designers and teachers in foreign language teaching/learning situation were just staggering under the slams and slaps of the colliding waves of the contradictory teaching/learning theories which made them lose the sense of the particularity of the situation in which they work. They could not realize that teaching English as a foreign language needs a special understanding which puts into consideration the importance of English as an international language and the skills of the language which are supposed to be taught in FL teaching situation. Without a special understanding of the status of English as an international language and the realization of the priorities of aspects of the language which must be taken care of in FL teaching/learning context, any effort that is exerted in teaching English language will fail.

This book attempts to guide those in charge of teaching English as a foreign language and enable them to understand what

is required to be taught and learned in situation where English is taught as a foreign language. The book admitted the importance of English as an international language and offered exhaustive details about its international position and importance, but being an important international language does not make English to be taught like a mother tongue in each and every teaching/learning situation because it is not possible to teach it as a mother wherever it is a foreign language. Wherever English is a foreign language, educators, syllabus designers and teachers should know what to do first and then launch the implementation efforts of the teaching programs in order to reap the maximum fruits out of their efforts.

After admitting the importance of English as an international language in a well-documented manner in order to help researchers who conducts studies about the international status of English language, this book tried to guide educators, syllabus designers and teachers in foreign language teaching/learning context out of the mess under which they work and enlighten them about the most important aspects of English as a foreign language which must be taken care of and given priority over other aspects. Those aspects of the language which must be given priority over others are considered by the writer to be reading, writing, vocabulary and functional grammar of English language. Therefore, the writer gave a detailed discussion about the aspects of reading, writing, vocabulary and a brief discussion about the importance of functional grammar.

There are many abbreviations which featured in this book. To facilitate the understanding of the teachers, readers and researchers, it is important to explain some abbreviations. They may be explained as follows:

- ENL (English as a Native Language) is the case when a person acquires English in early childhood because it is spoken in the family and/or it is the language of the country where he is living; UK, the USA, Canada, Australia and New Zealand. The native language is also called the first language or L1. In other words, L1 is the mother-tongue of the child. It is the first language which the learner had acquired as it is essentially the language spoken by the mother of the child. The child acquires his mother tongue naturally, informally, automatically and unknowingly by picking it up because he is, constantly, exposed to its environment right from his early days of his life.
- ESL (English as a Second Language) or L2 refers to the teaching of English language to non-native speakers in a country where English language is widely used as a medium of instruction at schools, a familiar language of administration in government offices, a familiar language of business transaction and court-works and a language of wide use in everyday communication, but it is not the first language, L1, of the population. L2 is the second language which a person learns knowingly, consciously and formally, simultaneously and immediately after acquiring the mother tongue, but at an earlier age of life; at the age of three or five. In other words, the learner learns the second language in an artificial environment through formal teaching at the kindergarten level of education. In the dictionary meaning of the terms ‘acquire’ and ‘learn’, it may be apt to say that people ‘acquire’ the first language; L1 and ‘learn’ the second language; L2. In some multilingual communities, children

grow up picking up more than one language, simultaneously. The child who is studying in such an environment may acquire more than five languages, simultaneously. To such children, all of these languages may be the first language if not a second language. This case is found either among migrants in countries like USA, Britain, Australia, New Zealand or in countries which lost their linguistic identity such as India, Philippines, Singapore, Nigeria, Bahamas, Dominica, Jamaica, Liberia, South Africa, Kenya, etc. Nordquist, Richard, (2015), defines ESL by saying, "it is a traditional term for the use or study of the English language by non-native speakers in an English-speaking environment. That environment may be a country in which English is the mother tongue (e.g., Australia, the U.S.) or one in which English has an established role (e.g., India, Nigeria)." According to Nordquist, Richard, (2015), ESL is also denoted to "specialized approaches to language teaching designed for those whose primary language is not English." The role of English when it is SL; L2, is basic and said to be a case where English is the formal language in institutions and organizations. The usage of language in these circumstances ascertains the status of English language as a second language for its applications. Kachru, B., (1983), and Parashar, S. V., (1989), stated some major features of ESL which may be summarized as follows:

i) English language is one of the two or more linguistic codes of the country.

ii) English language has acquired an important status in language policy.

iii) English language is used for, both, intranational and international purposes and has developed a nativized literary tradition in different genres within the country.

- L3 is the third language which a person learns after acquiring the first and learning the second language. A person learns a third language either out of necessity or for the sake of pleasure. It is less active than L2 and more active than the FL.
- EFL (English as a Foreign Language) is the case when English language is taught to non-native speakers in non-English-speaking country. The key assumption that underlies the 'EFL' label is the notion that English language is just a subject in the school curriculum. The foreign students in the school study the language as a subject. English as a foreign language (EFL) is taught in countries where the native languages are not English language and the people living there do not use English language, but it is taught in schools as a subject only and to some extent a medium of instruction in some specializations in higher education and hence it is also used as a library language. It means that English language is not used as a medium of instruction in the whole education nor is it used as a language of communication in the society. Richards, J. C., et. al, (1992), say that English in EFL is not "a language of communication (e.g., in government, business, or industry) within the country." It is learned in an official and mechanical way. The case of EFL is found in Arab countries, Sudan, Russia, China, Saudi Arabia, the Persian Gulf countries, etc.

- DL refers to ‘dead languages’ which are no more used by people for communication nor do they read or write it. Any language that ceases to change or develop is categorized as a dead language. It exists only in literature. On the other hand, any language that is in a continuous state of change is known as a living language or a modern language. For example, classical Latin is a dead language as it has not undergone any change for about 2,000 years. It means that it has not experienced the change that is, constantly, affecting living languages and which can be easily observed in the developing-vocabulary of those living languages and deep study of any dead language may provide a peep into the depth of the societies or civilizations which had perished. It may also trace the origin and development of various languages, as well.
- CL is the classical language which is traditional in nature and has a rich literature such as old Arabic, old English, Latin, etc.
- ML stands for the modern languages such as modern Arabic, modern English, etc., which are used by the current societies.
- TL refers to the target language which is learnt as a target for some purposeful activities. People who embrace Islam, study modern Arabic as a target language. Hence, any language can be a target language. Arabic, French, English, etc., are no exception in this regard.
- RP refers to received pronunciation which is considered as the most refined version of English language of people who live in London and southeastern England. It was coined in 1869 by the linguist Ellis, A. J. and became popular and

widely used after the Phonetician Daniel Jones adopted it in his 2nd. of English Pronunciation Dictionary, 1924.

- USSR refers to uninterrupted sustained silent reading.
- DEAR refers to drop everything and read.
- FVR refers to free voluntary reading.
- BFA refers to book-flood approach.
- SUR refers to silent uninterrupted reading.

I hope that the book inspires educators, syllabus designers, researchers and teachers, wherever English is a foreign language, to review their policy, priorities, material and teaching efforts so as to make the best out of those efforts for the interest of learners and for improving the standard of English as a foreign language. If the book succeeds in inspiring educators, syllabus designers, researchers and teachers in formulating a clear vision about the aspects of priorities in teaching/learning English as a foreign language, it would be successful in serving its purpose.

I'm very much indebted to the innumerable material, documented or otherwise, which helped me in giving this book its final content and shape. Acknowledgement has been, intensively and sincerely, made in the book, wherever it was necessary and possible, of materials which have been quoted or cited. If anything has fallen out of this intensive and sincere acknowledgement and documentation effort, I fully acknowledge, apologize and promise to document it in the next editions. Moreover, I am solely responsible for the imperfections that still remain in the book. An exhaustive list of references and reading materials have been given in the bibliography.

Finally, I supplicate to Allah; the Almighty, to make this effort useful to whoever reads it and enable all of us to serve our societies with whatever pleases Him; the Almighty, and benefits them.

*Allah's blessing be upon our master the prophet Mohammed and his good and pure progeny*

**Dr. Abdelrahman Mohammed Yeddi Elnoor, 2023**

# Language: Definition, Nature and Function

Language occupies an important place in human life. It is part and parcel of human life and existence and an integral part of human society. Every society has its own language which is acquired by successive generations in a natural way. This leads us to a challenging question about language. It goes: What is language? Answering it is a formidable challenge to every specialized expert. Scholars, thinkers and linguists produced many opinions about language; its definition, nature, function and the way of acquiring it.

As far as the definition of language is concerned, scholars, thinkers, linguists, specialized references and books coined different meanings and definitions of language. Generally, in Arabic, the word 'Lisan', in its narrow sense, means 'tongue' and in its broad sense, means 'language.' The word 'Lisan'; language, and its derivations have been mentioned at many places in the holy Quran as we will see afterward. In English, the word 'language' primarily means speech. It comes from the Latin word 'lingua' which means 'tongue' and its original meaning is that it is the sound that the tongue produces. In the Encyclopedia Britannica, language is defined as, "A system of conventional spoken as written symbols by means of which human beings, as members of a social group and participants in its culture communicate." Oxford Dictionary defined language as "the method of communication either spoken or written, consisting of the use of words in a structured and conventional way." According to Oxford Advanced Learner's Dictionary, "Language is a system of sounds, words, patterns, etc. used by humans to communicate thoughts and feelings." Collins' Essential English Dictionary defines language as:

"1. A system of communication which consists of a set of sounds and written symbols which are used by the people of a particular country for talking or writing.

2. Language is the ability to use words in order to communicate. Human being has this ability, but animals do not."

Sapir, E., (1921), points out that language is human; only human can possess language. He defines language as, "purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols." Bloom, L. and Lahey, M., (1978), also say, "Language is purely human and non-instinctive method of communicating ideas, emotion and desires by means of a system of voluntarily produced symbols……Language is a cultural, not a biologically inherited function." Language is an inseparable part of human society. What Lado, R., (1971), says confirms that human beings and language are inseparable. He says, "Language is intimately tied to man's feelings and activity. It is bound up with nationality, religion and the feeling of self. It is used for work, worship and play by everyone be he beggar or banker, savage or civilized." Language is also considered to be a collection of, carefully, cultivated and accumulated linguistic habits and practices that create a system of socially accepted codes of meaning so as to express various aspects of human life and activities. Noam, Chomsky, (1957), defines language as, ".....a set of sentences, each finite in length and constructed out of a finite set of elements." Jespersen, Otto, (1922), says, "Language is a set of human habits, the purpose of which is to give expressions to thoughts and feelings." Dwight, Burton, et. al, (1975), say, "Language is a species specific. It is uniquely human trait, shared by the cultures so diverse and by individuals physically-and mentally so unlike one another." In the words of Bloch, B. and Trager, G., (1942), "A language is a system of arbitrary vocal symbols by means of which a social group co-operates." According to Halliday, M. A. K., (1973), "Language is a range of possibilities, an open-ended set of options in behavior that are available to the individual in his existence as social man." Harris, R., (1980), has two conflicting views of language. On the one hand, he says, "it could be regarded as an autonomous system" and on the other hand, he considers it as "inextricably bound up with social and contextual factors." The Marxists also gave an interpretation of language that carries the same flavor though they limited it to incarnate the Marxist's failure jargons such as 'consciousness', 'social products', etc., that preoccupied their communist thinking contributed in making the collapsing roof falls

on the head of an entire nation. In 'The German Ideology' by Marx, K. and Engels, F., (1974), Marx, K., (1974), claims that consciousness emerged first, and then language emerged as a sound in its material sense. According to him, "From the start, the 'spirit' is afflicted with the curse of being 'burdened' with matter, which here makes its appearance in the form of agitated layers of air, in short of language." He claims that language has developed among humans in response to 'problems' created by their material life and the need to have social intercourse. He claims, "Language is as old as consciousness, language is practical consciousness that exists also for other men, and for that reason alone it really exists for me personally as well; language, like consciousness, only arises from the need, the necessity, of intercourse with other men. Where there exists a relationship, it exists for me: the animal does not enter into 'relations' with anything, it does not enter into any relation at all. For the animal its relation to others does not exist as a relation. Consciousness is, therefore, from the very beginning a social product, and remains so as long as men exist at all."

The varieties of the above definitions which have been coined by specialized scholars, linguists and thinkers indicate that they lack comprehensiveness. They confined language to communication only, made it a habit that parallels animal communication or linked it to consciousness, conflicts and material factors whereas human languages came into existence along with the creation of human beings as they were a necessity to guide human beings and enable them to communicate. They came into existence with human beings and enabled them to employ their memory-potentialities to carry out a successful linguistic skill and conceptual incubation that make human beings capable of linguistic creation and linguistic multiplicity.

When it comes to the process of acquiring language, the holy Quran, as we will see later on, tells us that language is acquired through an in-built potentiality of acquiring languages that has been bestowed on man by his Creator; *the Almighty*. Like many other creatures, man is born with the gift of producing sounds, processing them and making meaning out of them; the activity which is called language. It means that, the holy Quran which was revealed before almost fifteen centuries says that every human being is born to

speak or use, at least, one language in some way or another. Stating a concept which seemed to have been derived from the meaning of the holy Quran, Noam, Chomsky, (1968), came in the 20th. century and said that human beings are born with what might be hypothetically conceived of as a language acquisition device, which enables human beings to process whatever linguistic data that comes on their way, achieve a grammatically sound competence in their native language.

Intellectuals and linguists realized that language has a great influence on all aspects of human life. Writing about the influence of language, White, R. and Arndt, V., (1991), say, ".... it influences and is influenced by people's relationships, activities and communications....., it is a vital human tool for getting things done in the world....." This influence of language on human life made language play many crucial roles and perform many important functions in human society. Acquiring or learning a language means acquiring or learning a skill that determines the quality of human life. Therefore, language is often called a skill rather than a subject and such a concept of language makes language more a matter of doing than knowing though knowing a language is a precious asset that enables human beings to give the best communicative performance through it.

Language occupies an important position in human life as it is the vehicle for communication and interaction. Gurrey, P., (1964), says, "all languages are used for communication, for expressing anything that we have attended to, for recording information, for thinking and for getting what we want and so on. Language lays a great part in the mental, emotional and social development of a person." Thus, language is instrumental in the growth and development of man as not only a human being, but also as a social being as it enables man to understand, encode, decode, record and interpret his own experiences and the experiences of other people while living in the society. Language enables people also to express their belief, feelings, ideas and wishes. It is the tool of knowledge through which knowledge is acquired and preserved by successive generations.

Language is one of the indicators of the cultural identity of its speakers. According to Klein, W., (1986), "Language is the

medium through which the child acquires the cultural, moral, religious and other values of society." Hence, each language represents its own people's culture and customs. Human culture and life experiences are best shared through human language and meaning is best conveyed through the channels of language. Thus, language plays a crucial role in maintaining social relationship among the people of the same linguistic community and if that language is an international language, it will play a great role in enabling that linguistic community to have contact with various cultures, customs and beliefs. It is an integral part of culture and society. It preserves, develops and propagates human culture. It is, in fact, the backbone of the culture. Barber, Charles, (1965), in his book 'The Story of Language' says, "Language in fact, is the great machine tool which makes human culture possible." The desire to use a language is an embodiment of a strong national and cultural identity. In fact, human beings use language not only to communicate, but also to identify themselves with their own cultural group and spread their cultural heritage. Hence, language becomes a tool of emphasizing cultural identity. It is transmitted from one generation to another not only as a means of mere communication, but also as a package of culture, identity and hance it becomes a means of social control. In other words, language is a tool of shaping the characteristics of human behavior. It is an important instrument to develop the desired attitudes and socially accepted values along with the inculcation of core life-skills and behavior that serve the interest of the society.

Life without language is unimaginable if not impossible because human beings; their thoughts, feelings and emotions, cannot function in the society or play their role, properly, without performing a linguistic activity and communicating through it. It is quite impossible for any human being to survive in a society without a language used for interaction and communication. Hence, language is an essential component of social interaction. Wilkins, D. A., (1974), says, "Our entire elaborate social structure is mediated through language and it is inconceivable that we could have constructed so complex a social interaction if we had not had spoken and latterly, written language at our disposal." Language became a means through which interaction and communication

among human beings take place to shape their mutual understanding and build their civilization. It contributes to shaping the social, material and spiritual dimensions of human civilization. Man examines life around him and gives it the desirable direction through language only otherwise nothing will have a meaning without language. It is inconceivable that man could have acquired any knowledge or progressed a single step forward if he had not possessed a spoken or written language. This means that without language, there could be no society or civilization because society and civilization result from the existence of language that helps to transmit ideas and experiences from one generation to another.

Language is a rule governed means of communicating ideas, emotions and desires through a system of voluntarily produced symbols which may be verbal or graphic. In both cases, it is governed by grammatical rules. The grammatical rules or the system of the language can best be acquired and fostered through social interaction; speaking, when they are of the mother-tongue whereas in the case of FL, they are learned through formal learning and best reinforced through reading and writing activities. It means that language is a possession of a social group when it is a mother tongue and a highly cognitive activity when it is a foreign language and, in both cases, language comprises an indispensable set of rules which permits its users to communicate with each other, understand each other, interact with each other and cooperate with each other. Hence, language is a rule governed social institution without which the society can't survive.

Language is, purely, a human activity through which human beings express themselves. Jespersen, Otto, (1938), has rightly said, "Language is a set of human habits, the purpose of which is to give expression to thoughts and feelings." Language is an integral part of human behavior, emotions and feelings which are best expressed only through language. Human behaviour, thoughts, feelings and emotions will remain crippled without a language that activates and expresses them meaningfully. Baruah, T. C., (1988), links language with behavior by saying, "Language is thus seen as a part of human psychology, a particular sort of behaviour; the behaviour which has its principal function that of communication."

All of us know that communication is the basic need of human life. Language is the main tool and medium of human communication. It made it possible for the human being to cooperate with each other, form groups, establish societies and put the foundation for successive civilizations. In fact, without a language as a medium of communication, establishing human relations, cooperation or civilizations would have been impossible. A human society needs a language for internal communication among its members. It is essential for expressing and recording its culture. It also needs a language for external communication with other societies. Explaining the communicative functions of, and the role played by, language, Antony, A., (1993), says, "Language is a means of communication … language is a means by which the culture of the community is expressed and recorded. Thus, language can fulfill two functions, communicative function and cultural function. But the primary function of a language is communicative."

As the most powerful tool that a human being has ever been using, language is highly flexible, but at the same time it is a complicated tool. It has a wonderful flexibility to suit the needs of the society and it is this phenomenal flexibility of the language that enables a human being to overcome the complicated aspects of the language and discover its subtility, creativity and adaptability. In this regard, one has to fully agree with Mengham, Rod, (1993), who says, "Language is so subtle and complicated an instrument that the multiplicity of its use is often lost sight of." The subtility, creativity and adaptability of the language give it great variations in each and every conceivable dimension and enable it to adapt to all sorts of circumstances and changes. Moreover, all living languages possess the potentiality and flexibility for being developed for various purposes that human society and human brain can conceive and use. Therefore, they grow, develop and flourish to suit, creatively, the changing roles and functions in newer human contexts. The multiplicity of language use makes it complicated, but at the same time it remains flexible, subtle and creative.

As communication is essential for their survival, all living creatures have some means of conveying information to their own group or to others. This may be typical even with some type of

humans who have special needs; they express themselves by using vocal voices, physical movements and others facial expressions to make others understand them whereas the communication system of the normal man is unique, creative and complex; in the sense that a human being was created in a very complex way with a complex and sophisticated system of communication. Therefore, unlike the sign and symbols which are the modes of communication of the birds, animals or the vocal voices, physical movements and others facial expressions of humans with special needs, the normal human beings have a complex and comprehensive system of communication in the form of rich and creative languages that are capable of satisfying human needs for different requirements of verbal communication.

Language is the production of human tongue and other articulation organs. There may be some other non-verbal means of communication such as gestures, eye movements, facial expressions, etc. which are used by even the normal human beings. They work as a medium of supplementing and enriching the verbal communication. There are also several other ways of communication such as acting, drawing, singing, dancing, carving, sounding through various tools and ringing bells to communicate some ideas. They may add to the strength of the verbal meaning, but they can't replace language in its comprehensive verbal characteristics because they are not as effective as verbal communication.

Each and every language has its own determined value and function in contrast to other languages. The function of the language, thus, establishes a unique identity for that specific language and its speakers. However, no language is absolutely sufficient, in itself, to give full knowledge in all branches of human life. Therefore, learning an additional language will, definitely, contribute a lot to the overall human development, achievement and contribution. Particularly, if that language is an effective international vehicle of knowledge and communication as it is the case with English language or an effective vehicle of authentic and intact religious knowledge as it is the case with Arabic language.

The function and purpose of language is to enable human beings to perform a kind of communication through formulating

thoughts and encoding them for the benefit and understanding of others who decode the thoughts to achieve various purposes. Thus, language is the best vehicle for reflecting the contents of human mind and expressing thoughts and ideas. It mirrors the contents of human mind; its thoughts, feelings, etc. Akmajian, A. R., et. al., (2001), rightly says, "Language is a mirror of mind in a deep and significant sense. It is a product of human, intelligence, created a new in each individual by operations that lie far beyond the reach of will or consciousness."

Language is a system for communicating ideas and feelings by using sounds, gestures, signs, voices, sounds and marks verbally by using the organs of speech to perform an oral grouping of words into statements or through writing system to create sentences. Thus, language is the written and spoken methods of combining words in order to create verbal and documented meaning. If it is spoken, it gives rise to listening skill and if it is written, it gives rise to reading skill. Both, reading and listening are considered to be decoding processes while speaking and writing are considered to be encoding processes. Decoding or interpreting the message while reading refers to the process of changing the coded message into comprehended information. It requires the ability to recognize and understand the definition of words being used, accurately, and the manner in which the words are structured and used in various contexts. Thus, language is a structural system of deliberate sounds and sound sequences which are formed together and used in communication. The sounds and sound sequence are fairly a complete representation of the meaning of things, events and process in a given environment. Learning a language means learning how to recognize those sounds and sound sequence, receive them in the form of a message and reply the message in that language according to the system and rule of the language. When a child acquires his mother tongue, he picks up the language and its system and rule. However, in order to learn the usage of a language one needs to know, both, the grammar of the language, its vocabulary for comprehension of the written material and the skill of writing, too. Noam, Chomsky, (1968), believes in the basic structural properties of natural languages. He believes, also, in the cognitive abilities which help human child in the process of

language acquisition. The Sapir-Whorf theory of 'linguistic determinism' considers language as a cultural construct. Such an understanding of language expresses two concepts; namely; 'linguistic determinism' and 'linguistic relativity'. The first concept claims that language determines and shapes human thought and reality whereas the second concept claims that there is no limit to the structural diversity and variety of human languages. However, both of them indicates the importance of grammar in relation to language.

Language is central to the whole process of human life and activity. It shapes the way people think and even determines what they can think about and then it phrases their thinking in various expressive, eloquent and creative linguistic manners. It projects one's intellect and thoughts through verbal and written messages directed to the other fellow beings. Thus, language is a complex and creative system of rich meanings that shape human intellect. It contributes in developing human intellect and enriching it.

Language offered human beings many skills to manipulate his linguistic potentialities and play his role in the society. Wilkins, D. A., (1974) rightly says, "If we are to understand the process by which man communicates with one another, we must look closely at human capacity for language and at the particular qualities of language which enables it to play so powerful a role within us and between us." Thus, language is an integral part of our daily life. Speaking about the integral relation between language and life, the remarkable potentialities of the language and the human passing-by its remarkable skills, Stork, F. C., (1976), rightly remarks, "Language is so much a part of our everyday life that we usually take it for granted and seldom stop to think what remarkable skills are involved in its use." A very keen observation of the phenomenon of language growth, especially at the early childhood, will provide the observer a deeper insight into these facts. It will make the observer reach to the conclusion that no other living being has the anatomy and brain mechanisms which the humans possess and use to produce speech, creatively, even during the process of acquiring the language itself in order to survive in the society. This shows the importance of language to human life and man's dependence on it to establish his intellect and civilization. No one

can disagree with Stork, F. C., (1976), who said, "Without language, of course, human life and civilization would not be as they are today. In our society, we are as dependent on language as primitive man was, on his weapons and tools." This made language present in each and every aspect of human life. It is present in communication, thoughts, prayers, meditations, imagination and even dreams, too. It acts as a thread to link people and societies together and enable them to maintain human relationships and understanding. It is through language that man, socially, interacts with other members of the societies, records history, acquires knowledge, develops his intellectual richness and disseminates knowledge.

Besides being the means of communication, the backbone of culture and the store-house of knowledge, language is an instrument of imagination and thinking and it is a source of creativity, as well. It clarifies relationships and impressions, regulates human interactions, increases human intellectual power and transfers knowledge from one person to another and from one generation to another. It also moves from place to place and changes, evolves and diversifies over time. This multi-facet presence of language in human life made it an integral part of human society. It plays a major role in the intellectual and cultural development of the human beings and their society. As language is a cultural phenomenon of a particular region and community, its study may throw light on certain social, cultural, economic, political and spiritual aspects of the society. Language also promotes the human mental faculty that enables human beings to undertake various kinds of linguistic behaviors such as learning languages, producing creative literary works, reading texts, expressing abstract thoughts and feelings, enriching language itself by borrowing from other languages and transferring language to higher creative power. Thus, the human capacity for language creation is indeed unique and infinite. Creativity may be said to be the basic characteristic of human language which makes human language a complex phenomenon that involves four skills; namely, listening, speaking, reading and writing. The first two skills are closely related to each other though listening is a recognition skill whereas speaking is a production skill. Both depend on learner's

knowledge of the pronunciation and articulation of sounds. They demand the exercise of the auditory and speech organs. Therefore, they are called Aural-Oral skills. Reading and writing, on the other hand, involve the visual and the psycho-motor organs. Hence, they are called graphic motor skills.

Language is essential for human society, its existence and survival. With his infinite potentials, a human being converts sounds into a meaningful system; language, that enables a human being to express himself and communicate with others; either only verbally, as in the case of some language, or in writing also as it is the case with many languages. Nevertheless, language is not just a random collection of sounds and forms, but it is a highly organized and structured system in which each unit has its own place, organization, value, way of expressing things and way of writing them. It is structured at different levels. It is structured at the following four levels: (1) Phonological level, (2) Morphological level, (3) Syntactic level, and (4) Graphic level. This special structure is confined only to human language because it is different from that of animal communication system. In fact, language, is one of the basic endowments which differentiate human beings from other lower creatures. Though animals do not possess a verbal language, but they communicate through various ways such as barking, mewing, chirping and other types of animals' language, but animal communication does not have internal structure other than that involved in the actual physical production of the above various signals they produce for various instinctive appeals. Thus, the number of signals they produce is very limited and their production, therefore, is repetitive and non-creative. Consequently, animal communicative system can't match the variety, complexity and creativity of the human language. Human beings can, creatively, produce a variety of sentences to express a variety of thoughts in a variety of contexts and in a documented way, as well. In fact, human language is an embodiment of human creativity at its peak. It is through the language that humanity stores and transfers knowledge to successive generations.

To spiritualize the above discussion and give it a deep meaning, we can say that since the beginning of the civilization, man has been regarded as a meaning making creature and language

itself is a tool which has been bestowed upon man by the Creator to enable him to create meaning. It is the language than anything else that distinguishes man from the rest of other creatures on earth. Language has been bestowed on man by God; the Almighty, as it is important for acquiring all types of knowledge about the nature of persons, things and situations so as to develop ways of dealing with the world or reacting to it. In other words, it is the language which was first taught to Adam; pbuh, so as to pave the way for him to acquire knowledge. The following Quranic verse gives us the outlines of the process of acquisition of the knowledge about the nature of persons, things and situations which Adam; pbuh, has undergone. The holy Quran says, ﴿And He taught Adam the nature of all things; then He placed them before the angels, and said to them: 'Tell me the nature of these if you are right'﴾. It means that teaching somebody something and asking him to tell what he learned is, essentially, a linguistic and an intellectual activity that perceives the situation as a whole and then creates a cognitive map of the learner's environment for the sake of developing ways to deal with, or to react to, its contents which he encounters and draws conclusion out of them and the whole process is performed through language. The above Quranic verse indicates that the cognitive map; knowledge, which Adam; pbuh, has got was about the form of nature, persons, things and situations which enabled him to screen the new learning experience, absorb it into his existing cognitive map, interpret it and, continuously, reshape the cognitive map by means of perceiving the situation as a whole, evaluating different relationships, taking a proper decision in a better way and expanding the cognitive map and all this can't be performed without the media of language. It means that language acquiring/learning process stimulates the learners to think and use their imagination by activating their cognitive and affective faculties. In this way, learning increases and develops and the cognitive map undergoes a continuous reshaping and development through new experiences which are subjected to its screening and in this whole process language, plays a crucial role. Language embodies the capacity of the human cognitive faculty that enables man to create and apply linguistic patterns to perform complex communicative tasks. In fact, the whole process takes place through

language that gives meaning to it. This makes language as one of the most complex skills that human beings acquire/learn as it contains linguistic properties and systems which a human being must acquire/learn. All languages reflect general properties of common linguistic systems typical of the human species. They distinguish human beings from the other creatures and enable human beings to communicate and make their life possible. Thus, language is the best tool to express the concrete and the abstract. A human child can understand the concrete or abstract qualities of a thing only because of the existence of language. In this way, the uniqueness of the linguistic behavior is the main factor that broadens and fertilizes the cognitive process and gives human language and intellect their distinctive nature.

Language is a natural component in the cognitive development of a child. Without language, it was not possible for the human child to develop his cognitive skills. Emotional, social and cognitive development of a child largely depends, mainly, on language which, along with its cognitive function, has a personal, interpersonal and social function. Halliday, M. A. K., (1975), has elaborated a powerful theory of the functions of language that contains seven basic functions that a language performs. They are: The instrumental function: using language to get things; The regulatory function: using language to control the behavior of others; The interactional function: using language to create interaction with others; The personal function: using language to express personal feelings and meanings; The heuristic function: using language to learn and to discover; The imaginative function: using language to create a world of imagination and; The representational function: using language to communicate information. Without awareness about these functions and taking them into consideration, it would be impossible to devise an effective teaching/learning course. That is why Halliday, M. A. K., (2001), later on, points out, "Language does not passively reflect reality: language actively creates reality... The categories and concepts of our material existence are not 'given' to us prior to their expression in language. Rather they are constructed by language, at the intersection of the material with the symbolic."

Language, in its verbal and written form, is the most expressive and communicative tool acquired/learnt by man. It reflects man's ability, flexibly and creatively in the use of language for purposes of communication and hence it distinguishes him from other animals. Though language is one of the most important characteristic forms of human behavior, it is not inherited, but acquired/learnt because every human being has been provided with an innate ability to acquire/learn a language or more than one language. It means that human language is non-instinctive as it is acquired by human beings and nobody gets a language in inheritance whereas animals inherit their limited system of communication by heredity. Human beings pick up their mother-tongue from the environment in which they live and learn other languages. Howatt, A. P. R., (1984), points out "human language is transmitted from one individual to another not by physical inheritance but by learning."

Human language is a formal system of signs which are governed by grammatical systems that combine words, phrases and sentences which need encoding and decoding process to know their meaning and communicating it, therefore, human language can be scientifically explained and described. This made human language open-ended, extendable and modifiable and hence it became a creative tool that soars to the highest level of eloquence and refinement. The refined, creative and eloquent characteristic of the human language is manifested in the fact that an infinite number of innovative, creative eloquent and refined utterances can be formed from a finite number of linguistic elements. Words may be finite, but sentences are infinite, but through finite words, man can compose infinite sentences. It is these infinite and creative aspects of human language that make human language different from animal languages which are mere responses to limited biological and instinctive stimuli whereas human beings, during their life time, produce much more language material than what they receive as an input during their childhood. Human use of language, in this way, becomes truly creative and rather innovative. This means that when a human being grows, he uses language in a creative manner to shape his reality, participate in various aspects of life and influence human society. In other words, human language is

inevitably dynamic and creative in its nature and this contributes marvelously in shaping various aspects of human reality and life which are greatly affected by language.

Thus, it can be summed up by saying that language is an essential part of human life. It is the universal medium for conveying the common facts and feelings of everyday life. It expresses human and social activity without which a human being cannot live or function in the society. It involves not only a set of fixed linguistic structures, but also a creative tool that needs to be used, effectively, in different situations for different purposes with different kinds of audience. Hence, the most important thing about a language is that it is evolutionary in nature and not a static entity. As language is evolutionary in nature, changes in languages are likely to take place throughout time.

# Language, Human Intellect and Godly Concepts

Human language and intellect are closely related to each other. They, in fact, work with each other. They, together, play a crucial role in absorbing Godly teachings and concepts. As we have seen earlier, there can be many meanings and interpretations of language, however, in order to have a deep understanding of language, let's knock the door of the religious text ang go through the holy Quran as it is the only Holy Book which remained authentic and intact for centuries whereas other so-called holy books have been, fully, subjected to interpolation and mutilation.

A Cursory glance into the pages of the holy Quran will show that language, human intellects and Godly concepts are, closely, linked with each other and rather inseparable from each other. If any of them is discarded, it means that humanity is not only separated from one of its basic characteristics, but also deformed in its nature and lowered to an intellectual level which is poor than that of animals. It means that if language or intellect does not exist, various aspects of human life will not be shaped properly. If language does not exist, human intellect will not be developed and consequently it will fail to understand Godly concepts which are revealed to address human intellect and shape his spirituality. Hence, language plays the role of a link between human intellect and the Godly concepts which human beings should abide by and follow.

In the process of creating human beings, God; the Almighty, made human beings endowed with an innate ability to acquire, learn and recreate languages and thus, He; the Almighty, gave a great status to language. This fact, was, recently, stated by modern linguists though it had been mentioned in the holy Quran before almost fifteen centuries. The holy Quran says, ﴿He (God) has created man: He has taught him the skill to clarify.﴾ It is clear that the skill of acquiring/learning languages and even recreating new languages in order to communicate, linguistically, elucidate and clarify the thoughts, is an innate skill in human beings. In another verse, the holy Quran confirms the same thing by saying, ﴿And He

(God) taught Adam the nature of all things; then He placed them before the angels, and said: 'Tell me the nature of these if ye are right.'﴾ It means that God; the Almighty, taught Adam; pbuh, the names of the true believers; the holders of truth, the names of things that consolidate truth and the ability to recreate meanings of names and things in order to interpret, elucidate and elaborate the truth and then acquire knowledge. Through language and language creation, human beings became capable of shaping reality around them. It is only recently that modern scholars found that naming is the foundation for creating not only language, but also reality as a whole. Spender, D., (1980), appropriately says, "In order to live in the world, we must name it. Names are essential for the construction of reality for without a name it is difficult to accept the existence of an object, an event, a feeling. Naming is the means whereby we attempt to order and structure the chaos and flux of existence which would otherwise be an undifferentiated mass. By assigning names we impose a pattern and a meaning which allows us to manipulate the world." This indicates the fact that language is the intellectual product of human's innate ability that enables him to recreate the meanings and names for things, build concepts, enrich his intellect and realize reality around him.

The above Quranic verses tell us that He; the Almighty, tested prophet Adam's conceptual ability to learn, perceive and apply truth through language by parading what Adam; pbuh, has learned and displaying Adam's intellectual abilities. He; the Almighty, created human beings and provided them with tools of language such as hearing, visual systems and sophisticated as well as creative organs of speech in order to display their linguistic creativity through them. The holy Quran says, ﴿It is He (God) Who brought you forth from the wombs of your mothers when you knew nothing; and He gave you hearing, sight, intelligence and affections: that you may give thanks.﴾ By employing these tools through the speech organs, senses and innate intellectual capabilities, a human being acquires/learns a language which plays a crucial role in each and every aspect of his life. In fact, without these linguistic tools and innate creative linguistic abilities bestowed by God; the Almighty, upon man, the whole initial human activities launched by Adam; pbuh, and his offspring would have not been possible.

The above Quranic references clarify the origin of language, its role and importance in mutual understanding, concept formation and human civilization. There are many other Quranic references which give further meanings to the same with special emphasize on the role of the mother-tongue in natural communication, conveying the message and shaping the human concept. It means that addressing the people in their mother-tongue means facilitating the process of conveying the message, consolidating conceptual formation and fostering intellectual richness. Thus, the mother-tongue of the people is the most effective tool through which they can receive messages, take lessons and disseminate knowledge. The holy Quran opines, ﴿Thus have We sent by inspiration to thee an Arabic Qur'an: that thou mayest warn the Mother of Cities and all around them- and warn (them) of the Day of Assembly, of which there is no doubt: (when) some will be in the Garden, and some in the Blazing Fire.﴾ Addressing people in their own mother-tongue means facilitating not only the concept formation, but also the production of the wisest wisdoms from every teaching. The holy Quran says, ﴿We have made it a Qur'an in Arabic, that ye may be able to understand (and learn wisdom).﴾ Addressing people in their own mother-tongue means shortening the road towards complete individual and social reformation according to the best teachings. In other words, informing people about the importance of the clarity of the concept and the importance of conveying it in the clearest form of the mother tongue, the holy Quran says that it gave its message ﴿in the perspicuous Arabic tongue﴾ as it is the language which possesses the best linguistic tools which are capable of making well-structured and clear conceptual meaning. At another point the holy Quran, emphasizing the same matter, says, ﴿And before this, was the Book of Moses as a guide and a mercy: And this Book confirms (it) in the Arabic tongue; to admonish the unjust, and as Glad Tidings to those who do right.﴾ In another verse the holy Quran says, ﴿Thus have We sent this down - an arabic Qur'an - and explained therein in detail some of the warnings, in order that they may fear Allah, or that it may cause their remembrance (of Him).﴾ In the previous Quranic verse, the holy Quran continues to emphasize the close link between language; the mother-tongue, and the extent of the human understanding of the

concept conveyed. Therefore, crucial messages are best conveyed in a language that acts as a mother-tongue rather than a foreign language. Hence, the mother-tongue has a great role in supporting remembering, incubating, retaining, detailing the concept and disseminating it in order to reform individuals and societies. In all these efforts, the mother-tongue or L1 plays a crucial and indispensable role. Nevertheless, other languages such as L2, L3 and even FL can also play an important role in this regard, but not in the same level and capacity of the mother-tongue. Though the holy Quran had been revealed in Arabic language, its meanings, teachings and concepts are understood through all languages. In the first century after its revelation, the meanings and teaching of the holy Quran reached China and south east Asia in the far east, central Asia in the north, western Europe in the west and entered the jungles of Africa in the south. In this regard, Arabic language played an important role even though it was a foreign language to many nations. They used it in reading the holy Quran and this paved the way for them to learn writing in Arabic language, too. This contributed to the vast spread of Islam all over the world. In fact, traces of Islam are found even in the land of the Red Indians; the so-called north America and south America. This indicates that Arabic language and the light of Islam had reached those lands even before the arrival of the Spanish and Anglo-Saxons butchers who did not only, cunningly, remove those Islamic traces from those lands, but also, brutally, exterminated the innocent native population or marginalized them by depriving them from their own resources.

As human beings increased in number and spread all over the earth, languages manifested themselves as the products of human ability that recreates multiple names for things around them and therefore languages differed and became varied. This means that, human beings possess not only the innate ability to learn names through a single language, but also the ability to recreate and diversify their own languages into many more languages by coining new names to a single thing which already exists around them. That is why there are many names in the world to the same thing and concept. By following the creative and productive strategies of language, adopting them and producing new languages, human

languages played their major roles in the intellectual understanding and concept formation when each and every messenger came to his nation with a message in their own language. Then, the same message has been interpreted into many languages as it was the case with the glorious teachings of Islam which is the fastest growing religion now despite the enemies' propaganda against it.

Language is the creative tool of human intellect without which human intellect will not be different from that of the animal. In fact, language is the greatest miracle of human intellect because without a language, a human being and his intellect are, completely, handicapped to the extent that makes a human being an uncivilized creature and rather a zombie. It means that there is no true human entity, rich human intellect or advancing human civilization without an active and creative language that derives from a Godly source and disseminates Goldy concepts. Through language, a human being understands Godly concepts and employs them in the process of shaping his own distinct culture and creating his own true human civilization. It means that language plays a crucial role in perceiving the concepts and ideas, shaping the culture and developing man, spiritually, intellectually and materially. In this regard, language is the corner stone in elucidating, clarifying and detailing the message, concept and ideas. The holy Quran emphasizes the lucidity and clarity of the message, concept and idea and the role played by language in this regard. It says, ﴿We sent not an apostle except (to teach) in the language of his (own) people, in order to make (things) clear to them.﴾ In all these efforts to operate the human intellect and enable it to soar and reach the greatest heights, language is the corner stone. It occupies a main role in enabling the intellect to understand the concept and reach to the peak of creativity and innovation.

Hence, language is the bridge to understand Godly directives and convey them to others. The holy Quran says, ﴿So have We made the (Qur'an) easy in thine own tongue, that with it thou mayest give Glad Tidings to the righteous, and warnings to people given to contention.﴾ It means that monitoring self and society is not possible without having a clear understanding of the Godly directives and this clear understanding is not possible without possessing a language as it is the best medium of not only

socialization, but also ideologization that disciplines the members of the society according to a sublime Godly teaching. In this regard, the holy Quran adds, ﴿Verily, We have made this (Qur'an) easy, in thy tongue, in order that they may give heed﴾ and heeding is best when people possess a language and grasp the conceptual message conveyed through the mother-tongue or another language.

All this indicates that what the holy Quran says is true. First, God; the Almighty, gave Adam; pbuh, the innate ability to learn language and recreate languages from what he learns. Then, He; the Almighty, taught Adam; pbuh, many names and things. In this regard, linguistic potentiality was one of the main tools that were given to Adam; pbuh, to enable him to learn and soar, intellectually, above the level of other creatures. Then, as human beings spread all over the world, they recreated their own new words; through renaming of things and concepts, to communicate among themselves. Therefore, many varied languages came into existence. Then, God; the Almighty, sent other messengers; pbu them; each in the language of his own people, to facilitate the understanding of the Godly messages, forming Godly concepts and reforming the society. This shows that language is the most vital and functional instrument in shaping Godly concepts and developing human intellect.

For further details about language, human intellect and Godly concept, we may continue referring to the holy Quran in order to extract a deeper understanding about the nature and function of language and its importance in developing human intellect, establishing concepts and building a true human society. The holy Quran says, ﴿We have sent it down as an Arabic Qur'an, in order that you may understand.﴾ This Quranic verse reaffirms the fact that there is a deep link between language; the mother- tongue, and understanding. It means that the holy Quran gave a conceptual and intellectual dimension to language in general and mother-tongue in particular. Without a mother-tongue, human intellect will not only fail to develop, but also remain astray and the conceptual and intellectual dimensions would be in a state of stand-still and never get expanded to the desired level.

The holy Quran differentiated between the mother-tongue and the foreign language in the educational process that has conceptual and intellectual dimensions. It says, ﴿We know indeed

that they say, 'It is a man that teaches him.' The tongue of him they, wickedly, point to is notably foreign, while this is Arabic, pure and clear.﴾ In this verse, the holy Quran does not only link between concept and language, but also establishes a comparison between what a mother-tongue and a foreign language can do in this regard. It means that language; particularly the mother-tongue, is closely linked to the establishment of optimum conceptual structure of the human intellect. Human beings understand best in their own mother-tongues rather than in a language which is foreign to them. Hence, the best way to channel the concept, make it easily understood and lead it to settle in the human intellect is to convey it through the mother-tongue of the receiver of the concept. Therefore, even religious scriptures, in their early preparatory stage; when they were revealed to previous prophets; *pbu them*, used to be conveyed in the mother-tongues of the target nations as they were giving the basics of religious teachings which a human being should be acquainted with before receiving the final and inclusive Islamic way of life through the holy Quran for the whole humanity so that humanity can receive the wider Quranic concepts which are translated into their own mother-tongues.

Another verse of the holy Quran tells the reader that the holy teachings have been revealed in the mother-tongue of the target nation to make it easy for the reader to understand them and form Godly concepts out of them. It also tells us that a foreign reader of the holy Quran may understand it even better than the speaker of Arabic language because the holy Quran is conceptually loaded book which offers its meaning to whoever is ready to understand whatever his linguistic background may be. The holy Quran says, ﴿A Book, whereof the verses are explained in detail: - a Qur'an in Arabic, for people who understand.﴾ This Quranic verse is handling the conceptual and cognitive abilities of the human being and telling us how even sometime a human being may not understand a message in his own mother-tongue whereas a man from another linguistic background may understand it better even if it was not in his mother tongue! This Quranic verse addresses human being at the interpretational level of concepts that may remain under the layers of the meanings of the texts and need not only the mother-tongue and the cognitive skill that are capable of dealing with it,

but also the heart that accepts it wholeheartedly and abides by it. At this level, religion becomes capable of spreading among the speakers of various languages and this is what Islam is doing now; it is the fastest growing religion despite the attempts of malicious circles which push some devils' sons to burn it in order to detach people from it, but such disparate acts make more people attracted to the holy Quran, read it and embrace Islam because every non-Muslim who reads the holy Quran, gets amazed of its conceptual richness that touches each and every aspects of modern life and provides solutions to chronic problems. Only obstinate and stone-minded persons may not feel the conceptual richness of the holy Quran and its appeal to every normal heart. Whatever may be the language which conveys the concept, it will not enter the obstinate hearts which will search for a pretext to escape from proper guidance. The following Quranic verse shows the role of language in being a tool that is used by human beings to expose their own obstinate hearts which make them fabricate various pretexts in order to reject the Godly guidance. The holy Quran says, ﴿Had We sent this as a Qur'an in a language other than Arabic, they would have said: 'Why are not its verses explained in detail? What! (a Book) not in Arabic and (a Messenger an Arab?' Say: 'It is a Guide and a Healing to those who believe; and for those who believe not, there is a deafness in their ears, and it is blindness in their (eyes): They are (as it were) being called from a distant place!'﴾ When they are conveyed, straightly, in the perspicuous language and without any crookedness, whether in the mother-tongue or other languages, concepts get, quickly, established in the intellect of the target people provided that there are hearts that accept them and get guarded against evil. The holy Quran says, ﴿(It is) a Qur'an in Arabic, without any crookedness (therein): in order that they may guard against Evil.﴾

The meanings of the above Quranic verses confirm the fact that languages are the gifts of God; *the Almighty*, to human beings. They are the best vehicles that, systematically, explicitly and without any crookedness, explain to their speakers, creeds, faith, concepts, ideas, thoughts, emotions and desires in details that address human concerns and remain in memory for a long time. Thus, languages are wonderful gifts and conceptual tools given by

God; *the Almighty*, to humanity. This indicates that human beings are, essentially conceptual creatures whose life is determined, to a greater extent, by the conceptual load of languages and the importance of languages in the intellectual development of the human beings is self-proof. It is with the help of languages that man is able to communicate, learn, solve problems and make a lot of intellectual achievements in life. If there have been no languages, then, no educational, no legislature, no preaching, no lecturing and no writing activity would have come into existence and hence human beings would have been intellectually very poor. Without the ability to learn and communicate through languages, the outcome of the human society and its civilization would have not been what they are today, therefore, languages are considered as precious treasures of human intellect and one of the finest assets of the human beings which distinguish them from all other creatures. In other words, human beings are essentially intellectual creatures whose conceptual achievement in life is determined, to a greater extent, by languages and nullified without languages.

Out of this great role of the language as clarified by the holy Quran, a more accurate definitions of language can be established. A language is the verbal and written tool that produces conceptual contents which enable human intellects and hearts to operate, purely, clearly, perspicuously and without any crookedness and possess the cognitive abilities, understand messages and express the spiritual craves, thoughts and feelings of humanity.

The above Quranic references about language, human intellect and Godly concepts tell us that whatever it may be; the mother-tongue, the second language or the foreign language, all can be employed to serve a Godly cause on earth. For example, English language can be learnt, mastered and devoted to serve the Quranic message to humanity. It can be learnt and employed to serve many conceptual, scientific, communicative and ideological purposes which coincides with the teachings of the holy Quran. Now, English is a language that has grown, through different stages of history, from just a language of a small group of people into an important international language that has many varieties. However, before handling its varieties, international status and importance, it would be more convenient to handle its history so as to know how

it has developed from just a minor tribal language and became an international language so that wherever it is taught or learned as a foreign language, teachers can know how to teach it and learners can find ways to learn it and use it for their own purposes.

# History of English Language

## A Brief Account of the History of English Language

The process of identifying and knowing the detailed history of all languages is not an easy task if it is not impossible. To know what 'history of a language' is, it is important to know what 'history' itself is. The Oxford English Dictionary defines history as, (i) "A relation of incidents."
(ii) "A written narrative constituting a continuous methodical record, in order of time, of important or public events, especially those connected with a particular country, people, individual, etc."
(iii) "The formal record of the past, especially of human affairs or actions."

In the world, there are many languages and dialects. In the world today, there are about 6909 languages spoken. Each of them arises from a specific point of history. Crystal, D., (1997), says that over 27000 names of languages, dialects and tribes have been collected as part of world-wide linguistic identification and classification. Based on the similarities of vocabulary and grammatical structure, those languages have been grouped into sets of language families such as the Indo-European, Uralic, Altaic, Caucasian, Dravidian, Munda, Sino-Tibetian, Mon-Khmer, Malayo-Polynesian (Austronesian), Papuan, Australian, Paleo-Asiatic, Chari-Nile, Saharan, Maban, and Khoisan. Moreover, there are about 17 language-families used by Indians, in the so-called North America, comprising of about 200 languages and dialects. The languages which are spoken by Indians in the so-called central and south American, have been grouped into three different families of languages. They are: Macro-Chibchan, Ge-Pano-Carib and Andean Equatorial. Outside the domain of these family groupings, Katzner, Kenneth, (1977), says that there are languages which are considered independent like Japanese, Korean and Vietnamese. There are also Pidgins and Creoles like Pidgin English, French Creole, Papiamento, Taki-taki, Saramaco, Krio, Kituba, Famakalo and Police Motu. Attempts were made, to create

artificial languages such as Esperanto, Occidental and Interlingua, but they were not successful.

Some languages are associated with each other by sharing sounds, words and structures. The wide-spread group of languages, from 3000, B. C., was the Indo-European family of languages which are spoken by almost half of the world's population. This group of languages was ranging from Hindi and Persian to Norwegian and English. It is believed that they descended from the tribe of Nomads who were roaming the plains of the Eastern Europe and Western-Asia region. From 2000, B. C., the Indo-European languages began to spread throughout Europe, and then they reached the Atlantic coast, Northern coasts of the Mediterranean and penetrated deep into Asia and much of the Indian sub-continent.

English language descends from those Indo-European family of languages. Wrenn, C. L., (1987), said that English belongs, in all its stages, to the Indo-European family of languages which are called Indo Germanic and the still earlier Aryan. English is a living language. It is well-known that all living languages undergo a process of change, development and evolution which continue over time. Although these changes are linguistically motivated, however, the attitudes towards changes are, largely, determined by non-linguistic factors such as religious motives, political influence, military power, economic condition and social status of the people who speak them.

It is said that English language, as we will see in details, started as a mere speech of some Germanic tribes in a small part of Europe. Germanic speech-group itself constituted a branch of the Indo-European family of languages and hence modern English language belongs to the group of Indo-European languages. Before the arrival of the early form of English language to the British Isles, the inhabitants of Britain spoke the so-called Celtic languages such as Welsh, Cornish, Gaelic, Manx and Irish Gaelic. Of these Celtic languages, only Cornish language went extinct and disappeared. The Norman conquest of Britain by William; the Duke of Normandy, was the landmark in the history of the development of English as a language. According to Fennel, A. B., (2001), William's reign brought with it enormous changes in the social,

political, religious and linguistic fabric of the British Isles. The arrival of three Germanic tribes; namely, Angels, Saxons and Jutes which crossed the North-Sea from what is called the present Denmark and North Germany to the British Isles during the 5th. century A. D. contributed to the appearance of term 'English' and its land itself; England. The Angels were named from Engle on the basis of the name of their land of origin. Their language is called 'English' from which the words 'England' and 'English' have been derived. It means that though, as a language, it is not an old language which was born out of a kind of mixture between the features of the old languages of the British Isles and the those of the German tribes which invaded the British Isles. During the following few centuries, various dialects like Northumbrian, Mercian, West Saxon and Kentish were evolved. Till the 10th. century, the English language contained a major bulk of German words.

It can be said that the development of English language has undergone through main periods, namely:

1. Old English: 450 -1100,
2. Middle English:1100-1500,
3. Modern English: 1500-present.

Before going to the detailed history of the development of English language, we may handle, briefly, the three types of English; namely, old, middle and modern English.

**Old English: 450 -1100 A.D.**

The German tribes which invaded the British Isles, spoke languages which share common features of those of the British Isles. Out of these common features, a new language was developed into what is called 'old English.' The old English was not identical to the current English in terms of sounds and spelling. Even the native speakers would find a lot of difficulty in understanding the old English. Nevertheless, fifty percent of the most commonly used words in modern English have old English roots. The old English; Anglo-Saxon, borrowed words from Scandinavian languages and French language. They replaced old English words and added many useful synonyms to the developing English language such as craft and the skill, want and wish, etc.

These changes prepared English language for the next stage, namely, the middle English.

**Middle English 1100-1500 A.D.**

William; the Duke of Normandy; (Part of Modern France), or the conqueror, conquered England and brought with him French language. Being a language of the conqueror, French language became the language of the Royal Court and the business classes in England. It means that for certain period; before 13th. century, there was a linguistic diversity between the lower class and the upper class in England. The lower class spoke a version of developing English language and the upper class spoke French language. The most remarkable addition, during that time was, the adoption of grammatical forms. By 14th. century, the dialect of London emerged as the standard dialect, which is today referred to as the Middle English. It became a leading language in Britain, but it was intruded by many French words. The Middle English was the language which was, creatively and poetically, employed by great poets like Chaucer, G., (1340-1400) who left creative works through the middle English which lasted till to date. Middle English continued to develop, gradually, and created the platform for the emergence and development of modern English.

**Modern English 1500 A. D. – Present Time**

Modern English is divided into 'Early Modern English' and 'Late Modern English.' They may be, briefly, discussed as follows:

***Early Modern English (1500-1800)***

By the end of the closing period of Middle English, the first printing press was introduced into Britain in 1476 so that all the books could be printed in a common language. Consequently, the first English dictionary was published. During this period, there was a change in the pronunciation of vowels of the language. They were pronounced as shorter than they used to be. In the 16th. century, the British came into contact with many people around the world. This led to the proliferation of their early

modern English language at many parts of the world and this increased its modern characteristics.

***Late Modern English (1800 - Present)***

There were some differences between the early modern English and late modern English in vocabulary. In the early modern English, a limited vocabulary was used. However, with the emergence of the industrial era, the expansion of the British colonialism and the contact of British people with many people all over the world, it was indispensable to accommodate foreign words from many other languages into the late modern English. The detailed aspects of the development of these three stages may be better understood through making a cursory glance into the history of English language.

**A Detailed Account of the History of English Language**

Since the depth of history, there has always been a perennial quest for a leading and dominant language that serves the purpose of its time. Therefore, some languages have always got some privileges over the other languages according to the trends of learning them that were shaped by the geo-political, economic, colonial, cultural and commercial factors of their time. In other words, certain religious, geo-political, socio-political, colonial, cultural and economic motives made a specific language proliferate, widely, assume a great influence over other languages, serve as a lingua franca of its time and occupy an international status of its time. Thus, the history of a language is the history of its people and the reasons that made other people learn it. In this context, the saying of Brown, H. D., (1987), that, "Some people learn other languages simply out of interest in languages. Others may learn a language in order to communicate some day with people in other country" may be apt in this context.

Today, in various parts of Europe and Asia, modern versions of the Indo-European languages are spoken and English language, which descends from them, is no exception to this. As it was earlier mentioned, the initial primitive version of English language was brough by the Anglo-Saxons through the North Sea. The Anglo-Saxons were Germanic tribes; namely, the Angles, the Saxons and

the Jutes who invaded England, colonized it and settled on its lands. The Angels came to England and their language was called 'Englisc' from which the terms England and English were derived. In fact, even the name 'England' has its roots in the name of one of the Germanic tribes called Angli. The natives of the British Isles were forced to embrace the Anglo-Saxon way of life and adopt their language. Five hundred years later, 'Englisc' was spoken by a small group; a few thousands of people in the British Isles.

English language has also undergone the same reconstruction process that is based on the roots of those classical Indo-European languages. They share the common features and similar properties because the concerned languages descended from a 'common parent' which has the same root. Thus, it can be said that just like English language, the Indo-European languages also are the ancestors of the same root; sharing some common features. Therefore, it is not co-incidence that the inflection in the structure and the common word-stock are the common features of all Indo-European languages though it can be said that the birth of English as a language was, largely, unplanned. However, it is well-known that all living languages have grown and changed so as to meet the requirements of powerful religious, political and social groups of their times. In this regard, religio-political factors have played a crucial role in determining the linguistic domination of a language over another. There are ample examples of this fact in the history of languages. For example, during the 6$^{th.}$ century, B. C., Rome became one of the most important states of Europe. In the subsequent years, it became the unquestioned master of Italy's political, religious, economic and social affairs which influenced the whole of Europe also during the following centuries. During the first, second and third centuries, A. D.; the Roman Republic and Roman Empire, Latin was the language of the whole of Europe. It was the spoken language of the regions, which were controlled by the Roman empire. As the Romans conquered the British Isles, a process of overwhelming Romanization followed. The Celts, who inhabited the whole of British Isles and spoke languages such as Welsh, Cornish, Gaelic, Manx, Irish and Gaelic resisted the Romans and Romanization. They withstood the process of Romanization. Hence, the Latin language did not spread further to

the north or the west of what are roughly the present-day England borders. It means that the Latin language could not, completely, replace the Celtic languages in Britain. Its use was confined to the members of the upper classes such as the landowners and bureaucrats. Latin vocabulary, especially for items introduced by the Romans, infiltrated the Celtic languages. Gradually, the Latin language became the principal language of administration, church, theology, philosophy, science, history and biography. It was spoken, extensively, for a period of about four centuries before the appearance of English language. It can be said that the Latin language became the lingua-franca of England for a long time. It was mixed with a form of Greek also. Therefore, the newly emerging English language has been influenced by the Latin, Greek and Scandinavian languages. Consequently, a new language; an initial version of English language, bearing common features of Latin, Greek and those of the languages of the German tribes emerged in the British Isles. It is believed to have been created from a classical family of languages which is called the Indo-European family of languages. These Indo-European family of languages got fragmented into a number of minor varieties of languages that, gradually, became different from each other and later on they have been recognized as separate languages with some similar general features.

Hence, the present-day English is the product of a long historical process that covers a span of many centuries stretching from the time of the life of the nomadic tribes in Lapland to the settlement of Britain by the Angles, Jutes and Celts and many later events which have been recorded in the history. English language originated, grew and spread in the British Isles before spreading to the other parts of the globe. Historians probed the history of the English language and drew some sketches of its birth, growth and development. Historical, cultural, political and economic factors have transformed and shaped English language in many ways. Studies, clearly, show various stages through which the evolution the English language has gone to reach where and what it is today. Therefore, the details of the journey of the emergence of English language form a remarkable story.

A developing version of English language was flourishing and occupying a major influential position in the British Isles. Educational institutions and even the clergy had to allow the use of the emerging language; English language, in certain circumstances. However, in an attempt to preserve the Latin and French languages and protect their dominant status in the British society, a ban on English language was declared in order to hinder its progress in the society. In this regard, Fennel, A. B., (2001), said, "the need to ban a language is a sure sign that that language is alive and thriving."

When Rome collapsed, Latin language remained and the literary language of the medieval Europe continued to thrive even during the emergence and domination of French language which played the same role played by the Latin language. This created a kind of language hierarchy. Charles, Barber, (1964); the Historian of the English Language, portrays language hierarchy by saying, "Latin was the language of the church of scholarship and international communication. For a period beginning in 1000 A.D., French took over the position enjoyed by Latin, not only in a major part of Europe, but even in England itself. In the thirteenth century, French was still being spoken at the English court. Literature also was being written in French for the nobility of England; but it is this century that sees the retreat from French and the strengthening of the position of the developing English language. In this way, a language continued to replace the other language as dominant language. This shifting process affected even the Latin and the French languages. On this shifting linguistic scene, Blake, N. F., (1996), comments, "the importance of French and Latin began to wane and the need of a new standard in England emerged."

By the beginning of the 14$^{th.}$ century, the fast-developing English language became everyone's language in Britain whereas the French and Latin languages confined themselves to some narrow circles in the British society. They existed only in churches circles and legal professions. The plague of 1348-50, the growth of English urban system and the economic demands of the poor people who spoke it and the Peasants' Revolt in 1381, all these factors, influenced the linguistic affairs of the British Isles at the higher levels, accelerated the development of English language and increased its importance and thriving in Britain because, according

to Fennel, A. B., (2001), the plague killed many teachers who used to instruct in Latin and French languages and this state of affairs paved the way for the acceleration of the development of English language and its proliferation in all aspects of British life. English language started penetrating various levels of administration and imposing itself as an official language along with the Latin and French languages which were, gradually, losing hold of their historical positions. Moreover, the factor that made English language occupy an official status is that in 1399, the articles of accusation against the deposed Richard II were read in the parliament in, both, English and Latin languages. Henry, IV, made his speeches; including the speech of accusation, in English language.

During the 15th. century, some other major political events also contributed to the continuous flourishing and spreading of the English language in all levels of life in England. Latin and French language continued to be used for some time, but at the end, they had to succumb to the strong influence of English language and its quick and unstoppable proliferation at various levels of the British society. In 1489, the French language has been, completely, removed as the language of parliament in favor of the developing and expanding English language. After the renaissance period, the Latin receded and its writing was, increasingly, confined to certain ecclesiastical and academic persuasion and publications. Moreover, in the late 15th. century and early parts of the 16th. century, learning the English language started emerging in the mercantile community, especially, among the Flanders. Then, the breaking away from the Roman Church and the increased power of the parliament helped in accelerating the proliferation of English language in Britain. The period of Queen Elizabeth, I, was one of great prosperity period for English language. Pretending to be a woman of renaissance education, she supported writers and promoted statecraft, literature, science, exploration and commerce which were performed in English language. All these created noticeable changes in the linguistic map of England and helped in spreading English language not only in England, but also in the appearance of its literature in many regions overseas.

The end of the 16th. and the early years of the 17th. century was the period of English literary achievement. Shakespeare has become the author of the dominant literary influence and the Shakespearean first company of actors was established in 1574. At then, Shakespeare was giving shape to classical English and approximately six million people were speaking a form of a developing English language. This led to the building of theatres and the exposition of the people to the literature that used English language as its medium. Shakespearean personality, his literary creativity and innovation, his new coined-words and individual phrases became not only an integral part of the British literary heritage, but also enriched English language itself and contributed to its fame and popularity. According to Wrenn, C. L., (1987), the contributions which Shakespeare has made in the English language, his vocabulary and his style are of outstanding importance to English language, its development, popularity and proliferation not only in Britain, but also in many countries in the world.

**The Spread of English Language Outside Britain**

In the history of the development of English language, there are many events contributed to its proliferation in various parts of the world. For example, the fever of the so-called overseas journeys that started taking roots towards the end of the 15th. century, the so-called discovery of Nova Scotia by John, Cabot, in, 1497 and many other factors contributed to the proliferation of English language world-wide. Abraham, K. M., (2008), says that Elizabethan England had a host of adventurous sailors like Francis, Drake and John, Hawkins who took English language with them to many parts of the world. It is claimed that Francis, Drake, (1577-1580), was the first 'Englishman' to circumnavigate the globe and make an early foreshadowing of the beginning of the English colonial expansion overseas.

The usurpation of the land of the Red Indians; North America, the land of the aboriginals; Australia and New Zealand by the colonial criminals and the colonization of India and other countries by the English-speaking parasites contributed to the engineering of the international proliferation of English language and made it what it is today. 'The East India Company' was formed

in 1600 and eventually the British rule was established in India and the foundation of centuries-long enslavement of Indians was initiated, therefore, English language found a fertile soil in India because the Indians surrendered to it. The Indian society, with the exception of Muslims community, was fond of Whites and therefore accepted, wholeheartedly, the British enslavement and embraced not only English language, but also Western culture and till today they are the best lickers of the Western and American shoes. The British colonialism has put a linguistic foundation for a country which, later on, failed to agree on a national language. A similar spread of English language was going in the land of the Red Indians; the so-called USA and Canada. Jamestown; Virginia was established as the first cite of permanent English colonialism of the land of the Red Indians which was later on called, by the usurpers, America. The racial White usurpers started their fevered campaigns to enslave and, tragically, exterminate the innocent locals; the Red Indians, and bring more slaves from other parts of the world; particularly, Africa. The first group of African slaves have been stolen from their villages in Africa and brought to the usurped land of the Red Indians; North America, in 1619. Moreover, Hudson's Bay Company was chartered, in 1670, for promoting the usurpation of the northern parts of the continent which was later on called Canada. Its indigenous population has been, cruelly, exterminated by various gruesome and barbaric means for which even Pope of Rome has, recently, apologized when apologizing was not having any meaning or value for the victims or their descendants. Therefore, the Red Indians are embracing Islam as they know that the Pope's apology was a desperate attempt to keep them under the influence of people who committed gruesome crimes against them.

Although it was part of the agenda of Hudson's Bay Company to colonize the northern part of the country and snatch it away from its original owners; the Red Indians, the mutilated history claims that a large number of British loyalists found themselves unfit in the so-called 'independent America' and therefore they left for 'Canada' and Nova Scotia where they started introducing a large number of English speakers and consequently the English speaking brought their English language and settled there. Phillipson, R., (1992), was right when he said, "Wherever the

British have settled, they have taken their language with them." They crushed the indigenous people and their languages and exerted all efforts to make English language the dominant language.

Strangely enough, the 18th. century; namely, the period between 1775 and 1783, witnessed the rebellion of the White settlers, on the land of Red Indians, against the country from which they had been brought; Britain. The White settlers struggled for the so-called independence of a land which was not theirs. In fact, it was a struggle for monopolizing the wealth of that usurped land for themselves and depriving England from it although they are natural allies of evil, till today. They come together in whatever harms and exploits other races. Finally, they succeeded in getting away with their loot, separating themselves from England and establishing their own geographical entity on the land of the victims; the Red Indians. With the declaration of so-called 'American independence', after snatching away the land from its original owners; the Red Indians, the first geographical and political entity of English language speakers outside Britain came into existence.

The industrial revolution that took place in Britain in the 19th. century and the colonial fever contributed to the spread of English language. The British reached to many parts of the world and colonized them. As part of their colonial educational agenda which would facilitate their efforts to snatch away the natural resources of the colonized lands, the British realized that they need to spread English language among the subjects to help in administering the colonized lands and syphoning away their natural resources. For example, Kitchener's Minute, (1898), as quoted by Abdelrahman, Mohammed Yeddi, (2011), said, "Certain questions will naturally arise as whom exactly we should educate, and as the nature of education to be given. Our system would need to be gradually built up. We should begin by teaching the sons of leading men,….The teaching…would be devoted to purely elementary subjects such as reading, writing geography and the English language….The principal teachers ….would be British." Thus, in Sudan, like all other countries which were part of the British colonialism, the origin of English language goes back to its colonial history under the British subjugation. As a legacy of the British parasitic

colonialism, English language became the official language of administration and higher education in those countries. It means that its status as the medium of education was the by-product of the British parasitic colonialism. For a considerable period of time, English language played the role of the medium of higher education. In other words, English language in Sudan is a colonial legacy that has grown as an alien implantation on Sudanese indigenous soil. Its existence has been solicited and rejected, praised and hated, demanded and thwarted by different people in Sudan. After the so-called independence, Sudan opted for Arabic in administration and secondary education and to some extent in some faculties of higher education so as to free the nation from the negative effects of imposing English language as a medium of administration and education.

However, it is important to remember that the general agenda of Kitchener's colonial educational policy was not confined to Sudan alone, but similar policies were being implemented in all countries that have been colonized by Britain parasites. There were similar policies also going on in, for the example, the land of the Red Indians; the so-called 'USA now', the land of the Aboriginals; the so-called 'Australia and New Zealand' today, the British rich colony; India, where Macaulay planned a similar linguistic policy that made English language what it is today in India. It, completely, annihilated the local Indian languages and made India and the Indians without a true national-language to agree upon and be proud of, nevertheless, India could not surpass China in the field of science and technology in spite of the continuous hee-hawing of the Indian intelligentsia that English language is their window to science and technology! They could not realize that science and technology are achieved not, necessarily, by people who know English language, but by hard working people in administratively well-monitored environment like that of China and not by a society which is ruled by communal goons who lynch others for eating cows-meat.

In all those colonized lands, the parasitic colonialist needed a class of natives who could function as interpreters between the colonialists and the natives of the colonized land in order to steal the wealth of the natives without negotiations. This was the general

colonial linguistic agenda which has been implemented in all colonies. As cited by Phillipson, R., (1992), a head of the British Council's English language teaching operations for many years, by name of King admitted that Macaulay determined what they should do quite literally, from Hong Kong to Gambia through the tool of colonial education. The main task of the colonial education in all the colonies, including Sudan, India, etc. was to produce morally hollow people who have mastery only over English language so as to help the colonizer suck the blood of the natives and steal their natural resources.

England reached its largest territorial expansion after the First World War and reached its zenith in the 1920s as it colonized nearly 500 million people and the empire covered more than 33,700,000 kms of the world lands. When the second world war broke out, the British had been colonizing different territories all over the world. Moreover, the early twentieth century witnessed the emergence of America as a hegemonic economic, technological and political power. Both the countries; England and USA, spoke English and they are the offspring of the same garbage that produced colonial parasites till to-date.

It is clear that the origin of English language was the result of a linguistic colonialism which the British Isles have undergone and the spread of English language beyond the small British Isles which are hardly above the surface of the Atlantic Ocean, started with the 'exploitation-thirst' of the British colonialism against the subjugated nations all over the world. In other words, the small British Isles, which do not bear a single nuclear bomb that, if it is dropped on them, would make them disappear under the surface of the Atlantic Ocean, subjugated many parts of the world, claimed Falkland Islands to be British islands and not Argentinian island in spite of their far distance from England and their nearness from Argentine, those British Isles spread English language to the entire world, made it a colonial heritage and then helped that colonial heritage through economic and political influence so as to turn into an international language.

After the end of the second world war, the British empire was demolished by the insurgency of the American imperialism which aspired to dominate the world. Consequently, Britain was relegated

to the margin with some special share in the booty which would be looted by USA from the countries that would come under the new colonialism; American imperialism. In this regard, this joined new colonial coordination between USA and England itself contributed to, further, proliferation of English language and the creation of many varieties of English language all over the world.

# Varieties of English Language

A language exists and spreads as long as its speakers exist and exercise influence over others because language and people are deeply connected with each other. In fact, people are one of the factors behind the spread of the language and its emerging in the form of different varieties. In this regard, English language has a great share of credit in possessing different varieties that function as a means of communication across the world. The introduction of English language to the indigenous people of British colonies led to the existence of numerous varieties of English language. Today English is not a single language, rather, there are many varieties of English within English language itself.

During the 19th. century, English was the language of the colonial administration and education in all British colonies. Between the late 19th. century and the early 20th. century, English became the language of the so-called superpower; U.S.A; a calf that does not have more than bawling and attacking weak nations. As new technologies emerged, the international economy became an intermingled-web of activities and within this web of international economic activities, English language reigned supreme and intruded almost all domains that are related to human activities. The real growth of English language can be traced during the 19th. and the 20th. century with the colonial motives, the economic exploitation of the subjugated nations and the technological developments that began to appear and operate on a global scale. During those two centuries, English began its rise to become the main international language with different varieties with their own distinct characteristics.

Now, as English language is a global medium of communication, it is no longer an Anglo-centric language which has a linguistic base that sticks, only, to the so-called British Received Pronunciation; (BRP). English language, now, has multi-pronunciation forms and the BRP is no longer a norm to be adhered to and its violation is no longer creating any defect in communication requirements. Nihalani, P., Tongue, R. K. and

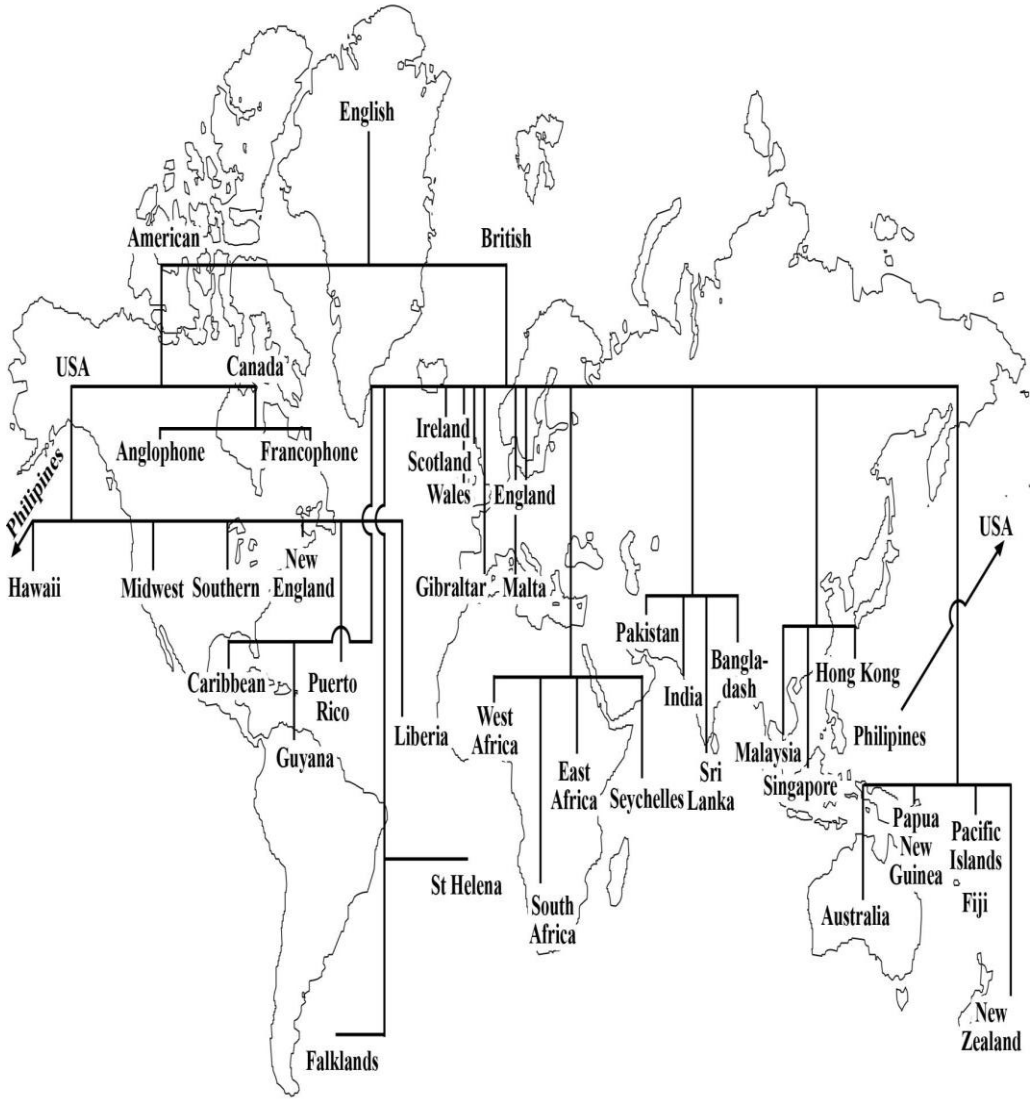
Hosali, P., (1979), were right when they said, "……to consider British English as the norm and any deviation from it as an error may be too rigid." Now, there are many varieties of English language all over the world. In this regard, Lester, M., (1978), aptly says that international English is a contact language made-up of contact language varieties, nevertheless, they possess a common norm and common characteristics that qualify all of the varieties to play the role as reliable communicative versions of English language. Not all those varieties aspire for the impossible; namely, making all speakers possess fluency which resembles that of the native speakers. Rather, they emphasize on intelligibility; whatever the accent, intonation and rhythm of the speaker may be. Therefore, the varieties of English language, successfully, snatched away their communicative legacy from the snobbish rules and norms of the so-called British Received Pronunciation and engineered their own international communicative role. Although there are varieties of English language at various parts of the world, some non-native users of the English language attempt to follow the British 'variety', if it is right to say, as opposed to American variety though the latter has undergone a lot of reforms that made it more logical and acceptable to many non-native users than that British variety. The attempt to engineer a middle course between the 'British variety' and the 'American variety' of English language gave rise to many non-native varieties of English language and this provided a more legitimate status for the non-native teachers of English language to teach the learners without adhering to the so-called standard English of the native speakers; whether British or American. Teachers became in a confident position to teach English language; whatever variety they are adopting may be. It means that the whole idea of sticking to the so-called pronunciation of the 'native speaker' or the 'native-standard' has become nonsense, unjustifiable and an act of running after a mirage. This means that local varieties of English language are consolidating their own legacy through their own local accent, intonation and rhythm that are influenced by the mother- tongues of the learners. In such a situation and in its role as an international language, very soon English language will have no native-speaker in the true sense of the term.

By assimilating the accent, intonation and rhythm of the local varieties, the role of English language as an international language is, further, reemphasized and the idea that English language belongs to everyone who speaks it has been, steadily, gaining a strong ground and legacy all over the world. Since English language has not originated in England and as the origin and source of English language were the result of the cross-pollination of internal and external languages, nobody can, now, claim the possession of English language. This indicates that English language belongs to nobody in particular and hence this creates an impression of the universal nature of English language. In other words, English language is no one's in particular. It is not even of the English man. It became the valuable asset of the entire world and not only of Britain or those countries which consider it as their own mother tongue. This is a fact which has been admitted by Crystal, D., (2002), who says, "As a consequence, nobody owns English now. That is the message we have to take on board as we begin the new millennium." Sinclair, J., (1985), also says, "English is no longer the exclusive province of the native speakers." Today, English language is considered to be an international language and the property of the whole world. Writing at the end of the 20th. century, Jerry, Knowles, (1997), rightly observes, "English has changed in the course of the present century from being the language of the British Empire to the international language of communication." We fully agree with Krishnaswamy, N. and Lalitha, Krishnaswamy, (2005), who say, "No one can claim the sole ownership over the English language, which has gone genuinely global. Its use is not restricted to one country or continent; it is used in all the five continents of the world." It means that English is the language not only of the British man, but of whoever speaks it around the world whatever his mother-tongue may be because no other language can compete with English language for the status of global language. In other words, English language is the language which is required by the whole world for communication. Therefore, Varghese, Paul, (1989), describes English language as "the most international of the languages." This global status of English language made some writers go to the extent of suggesting a new name for English language. Nunberg,

G., (1996), expresses the view that the English language should be renamed as 'Globalese' as it is present everywhere in the world and the sun does not set on all of them together, therefore, Quirk, R., (1985), had rightly said, "English is the language on which the sun does not set, whose users never sleep."

The intellectual results of the presence of many varieties of English language are that significant number of literary and academic writings in English language have been created in countries other than England, USA, Australia and New Zealand. These literary and academic writings in English language were produced in countries such as India, Nigeria, Kenya, South Africa, Liberia, Sudan, etc. They are true manifestation of the existence of many varieties of English language. Commenting on the peculiar style of non-native academic writing in English, Dr. Deshpande, S.; my research guide, had said in his 'Preface' to my book titled 'History of English in Sudan: A Critical Re-reading', "The book is written in a peculiar style. Dr. Yeddi uses English with a great deal of felicity with a creative sprinkling of non-native expressions and phrases. This would certainly help develop a new version of English and thereby enrich the language of the colonizers which probably was not an objective of teaching English on their part." It is this kind of felicity and creativity in literary and academic writing by many writers that projected and confirmed the existence of different varieties of English language in different parts of the world.

At the closing decades of the 20$^{th.}$ century, there have various trends to differentiate between the varieties of English language and project the international spread of English language diagrammatically. The earliest in those attempts was the World-Map of English by the British linguist Peter, Strevens, (1980b), who tried to show the affiliations of the world Englishes to either British English or American English. He divided, as follows, English language into a British English Branch and an American English Branch.




Peter Strevens' Model of English in the World, 1980. (Source: Chee Sau Pung, (2009), Beyond the Three Circles: A New Model for World Englishes.)

The international map of Englishes did not confine itself to the model presented by Peter, Strevens. English language, internationally, has been undergoing continuous changes to the extent that made even the British themselves minority-speakers of just one of the English dialects! Crystal, D., (1997), says, "British English is now, numerically speaking, a minority dialect, compared with American, or even Indian English." In fact, the so-called 'British English' branched itself into various varieties such as that of East Africa, the Caribbean, South East Asia and Australia whereas the American English reigns in the Caribbean and West Africa.

The wide spread of English language made some scholars make, through their own models, further clarification of the varieties of English world-wide. McArthur, T., (1998), created a wheel of world Englishes with hub, spokes and rim. The hub is called 'World Standard English', within an encircling band of different regional varieties of English language, such as African English, American English, Canadian English and Irish English. Beyond these various varieties of English language, but closely linked to them by spokes that show eight regions in the world, there is an assembling of sub-varieties of English language such as Aboriginal English, Black English, Gullah English, Jamaican English, Krio English, Singapore English and Ulster Scots English.

Tom McArthur's Circle of World English,1987. (Source: Chee Sau Pung, (2009), Beyond the Three Circles: A New Model for World Englishes)

However, the most debated model of world Englishes is that which has been prepared by Kachru. It describes the extent of the diffusion of English language varieties throughout the world by the end of the 20th. century. To explain the extent of this diffusion, Kachru, B., (1985), made three concentric circles of English language models that contain figures of population who use English in each country. Although the figures of population may change, however, Kachru's aim was to describe the global distribution of the users of English as a Native Language (ENL), English as Second Language (ESL) and English as a Foreign Language (EFL) at the end of the 20th. century. From technical point of view and in order to project his model clearly, Kachru, B., (1985), used the analogy of three concentric circles; inner, outer and expanding circles. These circles are in the form of sets of three contiguous ovals. They rise above each other and represent smaller and unlabeled ovals. The first and the lowest labeled oval is called the 'Inner Circle'. It represents the ENL territories where English language is used as the mother-tongue of the majority of the people; the main lands of English language which include countries such as the United Kingdom, Ireland and those countries which have been snatched away from their original owners and forcefully converted into English speaking countries such as the United States, Australia, New Zealand, the Anglophone population of Canada and some other countries which lost their linguistic identities and opted to speak English language such as some islands of the Caribbean Sea.

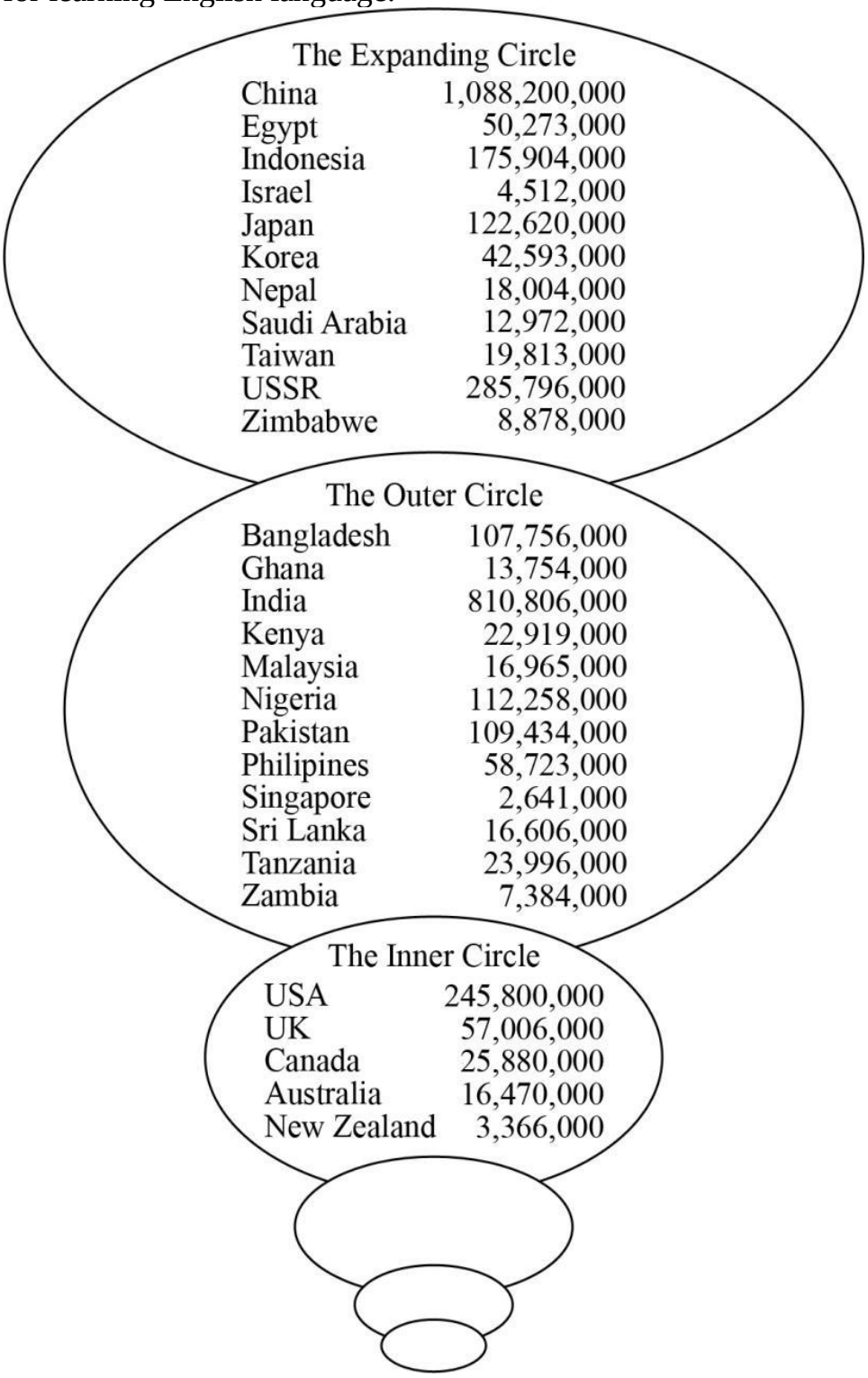
The second and larger oval is called the 'Outer Circle', which represents the ESL regions where English language is used as a second language; L2. It consists of the post-colonial English-using countries which, mostly, suffer from the problem of the loss of their linguistic identity. They include countries such as India, Singapore, Kenya and Nigeria which use English language as a second language. They are those countries where English language possessed an official or historical importance or got what can be called 'special significance' in a western-minded society. This means that most of the so-called 'Commonwealth of Nations'; the former British Empire, which have never enjoyed any true privilege of their name; 'Commonwealth of Nations', made English occupy

the position of a second language if not a first language for many people there. They are very populous countries such as India, Pakistan, Nigeria and Philippines which make an intensive use of English language in many aspects of their life. In fact, English continued to be the language spoken as not only a second language, but also as a first language across the so-called 'Commonwealth' countries. In those countries, due to their multi-linguistic societies, English language served as a useful lingua-franca among ethnic and language groups and this is, exactly, the case in India. In those countries, even higher education, legislature, judiciary, national commerce, etc., all may be carried out predominantly in English language to the extent that shattered their linguistic identity and they are, now, on the verge of losing that indigenous linguistic identity forever if they do not possess a national integrity and take immediate measures to create a linguistic identity for themselves and maintain it.

In the 'Outer Circle' countries, as Kachru, B., (2005), points out, English language is an institutionalized additional language. In countries like India and Singapore, English language is the medium of education in a great number of pre-school, school and higher educational institutions. In fact, it is almost the only effective and acceptable medium in higher education. It is also used in judiciary, official matters and transactions.

The third and largest oval; the 'Expanding Circle', includes the rest of the world where English is a FL or a strong FL. According to Kachru, B., (1985), this expanding circle refers to those countries where English language has no official role, nonetheless, it is an important language for certain functions. Countries like China, Japan, Korea, etc., are included in the 'Expanding Circle' where English language is a foreign language. Sudan and almost all Arab countries are supposed to be in this oval though the presence of English as a FL is not as strong as it is in China, Japan, Korea, etc. In Sudan and almost all Arab countries, English language is not more than a subject in school curriculum and a medium of instruction in some specialties in higher education. However, in the field of the private sector of the Persian Gulf countries, China, Japan, Korea, etc., English language acts as a medium of transacting business activities among foreign

companies. In the 'Expanding Circle' countries, the dynamics of English language is fast-changing as many Arab countries, even those which were adopting French language; like Algeria, Tunisia, etc., are discarding French, throwing it into the garbage and opting for learning English language.




Kachru's, Three Circles Model of World Englishes,1990. (Source: Chee Sau Pung, (2009), Beyond the Three Circles: A New Model for World Englishes)

It is true that the above data depends on old statistics, but it helps the researcher to have a crude documented-data and the reader to imagine the extent and speed of the expansion of English language in other territories. If the researcher is well-acquainted with the current intensity of the programs of its teaching/learning in those countries, he will update the picture of the status of English language and he may even create an updated-model that describes the status of English world-wide. True to this fact, in the first decade of the new millennium, Kachru, B., et. al, (2008), said, "The numbers of South Asian users of English now exceed the combined population of the inner Circle of English – the United States, the United Kingdom, Canada, Australia and New Zealand. The Asian continent, particularly South Asia and China, have altered the international profile of world Englishes." Those Asian countries are involved in intensive programs of teaching/learning English language which will, very soon, change the position of English language in those countries.

Thus, Kachru, B., has presented a model to conceptualize the role which English language serves in various countries. His model represents, as Kachru, B., (1992), himself says, the "types of spread, the patterns of acquisition, and the functional allocation of English in diverse cultural contexts." However, the most important question facing various varieties of English language as they have moved into the 21st. century is whether they will remain as cohesive varieties of a single language or they will disintegrate into a number of incomprehensible sub-languages that distance themselves, further, from the British English; the so-called BRP and acquire their own linguistic identity as it had happened in the case of Indo-European languages. In this regard, it is important to remember that language changes according to time and space. On the one hand, continuous adaptations take place and on the other hand refinements are also added from time to time. Due to this vast development and wide-spreading of English language, one can never predict that it may lose its current status. The vast development and wide dissemination of English language made it continue to develop by borrowing words from other languages as it had done with Latin, Scandinavian, German, French, Arabic and other languages. This is one of main key-points that keep the

language alive, active, vibrant, flexible and continuously enriched by its touch and contact with other languages and interaction with them. Thus, English language will continue to develop, expand and consolidate its varieties world-wide to continue to occupy the position of widely used international language.

# English Language as an International Language

Language is essential for human survival, therefore, languages were developed and spread world-wide. As we have said earlier, there are thousands of languages all over the world. They facilitate the entire human activities. Clark, V. Eve, (2009), says, "language allows us to coordinate what we do with others, relay information, find out answers, and carry out everyday activities; gossiping, making puns, writing memos, reading newspapers, the list is unending." When people of different linguistic backgrounds need to communicate with each other, exchange benefits and know each other, there is always a crucial necessity for a common language that can be, easily, understood by larger number of people. In other words, a common and wide-spread language is necessary to link people from different linguistic backgrounds together and enable them to understand each other. Therefore, people used to identify the wide-spread language and learn it. Even in the distant and dim past, whenever different groups of people came together for some common purpose, learning of another language was felt to be not only necessary, but also imperative for the causes of knowing each other and cooperation. At some stages of history, people learned not only a single foreign language, but more than one language, consequently, the phenomena of bilingualism and multilingualism emerged and monolingualism started disappearing. It means that learning other languages is not a recent phenomenon. It is as old as human society itself. The vastness and diversity of world language-ecology never remained fixed or stable, particularly, with the emergence of the so-called globalization which urged people to learn an international language. Thus, learning another language became a common trend in societies. Wright, Sue, (2004), points out, "With the rise of global regulation systems and regimes, the world operates as a unit in an increasing number of domains, and communication among the parts needs to be achieved. Learning the languages of others is no longer the affair of a small cosmopolitan elite or bilingual clerical class, traders or travelers. A far larger proportion of the

world now wants or needs to communicate across language borders."

Now, bilingualism is a general tendency in human society and it is, positively, influencing people and deciding the way they learn and live. Researches which were conducted around the world revealed that bilingualism or learning various languages have resulted in the development of individual creativity, cognitive flexibility, divergent thinking and made people, linguistically, nearer to each other. Predominant monolingualism of the old human society is no longer existent now. It is giving way for increased bilingualism and even multilingualism. Bilingualism and multi-lingualism open a lot of opportunities for those who know more than a single language, therefore, monolingualism has become undesirable. Katzner, Kenneth, (1977), sums this up by saying that "...living in the world and speaking only one language is somewhat equivalent to living in an enormous mansion and staying in only one room. Those who acquire more than one language find fascinating new and different vistas opening before them, not only of practical opportunity but for the fulfillment of intellectual curiosity and the fascination of looking at the world from a background and viewpoint of another culture."

In the olden days, there were no textbooks, nevertheless, a foreign language used to be learnt almost like the mother-tongue itself. It can be said that the process of learning the foreign language was almost similar to the acquisition of the mother-tongue itself though even adults were involved in it. This was because only those who have aptitude and motivation to learn the foreign language, were getting engaged in that process. Therefore, highest level of learning and almost acquiring the target language was imperative.

The common trend of learning another language made some language wide-spread and popular languages. There are many factors such as religious, economic and political factors which contributed to make some languages world-wide and popular languages during some periods in the human history. Ever since their emergence along with the existence of human beings themselves, many languages have been serving the interests of the religious, cultural, socio-economic and political powers. In fact, the formation of various religious groups has played a predominant

role in the spread of some languages and contributed to the formation of political and social powers that appeared at different times in history. Such a historical fact reminds us what Mengham, Rod, (1993), has said. He said, "The connection between language distribution and the spread of religion needs to be enlarged to confront the realities of power relations and the evolution of political structure and social systems."

Historically, there were different languages which acted as the dominant language of their own times. For example, in ancient Africa, Pharaonism appeared in north Sudan and south Egypt. It left immortal traces in the form of a written hieroglyphic language that amazed humanity throughout history. During the Hellenistic period, Greek was the much a dominant language. It was spoken all the way from Athens to Central Asia. Latin language also reigned supreme in Europe for a long time. It survived for over a millennium; even after the fall of Rome, because it was adopted as the official language of the Church and used by academicians in various fields of studies at that time.

In the 6$^{th.}$ and 7$^{th.}$ century and for many centuries, Arabic became popular in a large part of the world because people started embracing the light of Islam after they became fed up of idolism which characterized idolatry religions and the distortions which characterized other religions. People, particularly, in the Middle East, East Africa, North Africa, West Africa, Andalos; parts of Spain and Portugal now, Persia, India, central Asia, etc., were cheerfully and wholeheartedly undergoing Islamic education in Arabic and therefore they were learning Arabic language; the language of the glorious Quran. Even now, as Islam is the fastest growing religion today, Arabic language is one of the fastest growing languages in the world today. Arabic is bound to occupy a position even better than that of English language today because England, USA and Europe are decaying and collapsing due to the diseases of capitalism, homosexuality and family disintegration and consequently people in those countries are embracing the light of Islam in large numbers every year. In such a situation and as people are searching for an intact religion that still holds on, they are discarding the idolatry religions and the interpolated religions of the homosexual priests. People are opting for embracing the

lights of Islam and, definitely, they will opt, wholeheartedly, for learning Arabic language, too, and the future will prove this fact.

French language also had its hey-days as the lingua franca in many parts of Europe and in the French colonies whereas Russian language was the lingua franca of the Soviet Union and Eastern Europe. In the case of all these languages, it was the religious, political and military power that gave the language an important status. English language is no exception to this.

As we have seen earlier, the very birth of English language was result of the pollination of the Latin, French, Anglo-Saxon and Scandinavians languages. When English language became a fully-fledged language, it exploited the colonial motives of the British people and their parasitic royal family and started actual spreading from the beginning of 17th. century. By the end of the mid of the 20th. century, it had already reached many parts of the world such as North America, the Caribbean Islands, Australia, New Zealand, India, Sudan, South East Asian countries, East Africa South Africa, West Africa and many other parts of the world.

Such an unprecedented spread of English language indicates that it was a pre-planned proliferation of a colonial language that emanated from the implementation of colonial motives and agenda. However, in order to dim the consciousness of people, some thinkers attribute the international status of English language, partly, to accident. French, F. G., (1963), attributes the international position of English to many factors by claiming, “By accidents of history and by the rapid spread of industrial development, science, technology, international trade and something like an explosion in the speed and ease of travel and by all the factors which have broken down frontiers and forced nations into closer interdependence. English has become a world language; it is the means of international communication; there is no other.” Fennel, A. B., (2001), claims that the global position of English language “just happened in the process of history and was not a planned development as proponents of theories of cultural and linguistic imperialism would say.” However, this may be, partly, true and, mostly, false. In fact, many factors which led to the spread of English language were colonial in nature and they were pre-planned to make English a dominant language that plays a crucial

colonial role and carries out hegemonic agenda of the colonialist and its ambition for cultural domination.

However, we fully agree with those who attribute the international status of English language to the educational, linguistic, cultural and economic imperialism of the colonial and post-colonial era which includes American imperialism, too. Shaw, W., (1983), rightly considers English language as a vestige of British colonialism or the sign of the American cultural imperialism. In other words, the spread of English language and the imposition of itself as an international language of communication are the natural consequence of the legacy of the colonial period and the related cultural, economic and political influence of the new colonialism which continued for decades after the second world war. Though even the new colonialism also is bound to collapse and wither away with the rise of Islam and the emerging of strong superpowers such as Russia, China, Iran, Brazil, etc., English language will continue to possess important international position, but without its colonial shackles.

It can be said that English language has grown to the status of an international language due to various factors which are directly or indirectly imperialistic in nature. British colonialism brought English language to countries which it colonized. The parasitic and colonial motives of the British kings, queen and people, the misleading evangelization efforts of their corrupt and homosexual priests and their missionaries paved the way for the spread of English language in many parts of the world. Moreover, during 19$^{th.}$ century, the industrial revolution in England made the country the 'workshop of the world' just like China, today, which is called the 'factory of the world.' This helped England to expand its economic, political and colonial influence which was accompanied by the linguistic influence. The consequences were that many countries have been colonized for about a century or two to snatch away their raw materials in favor of the parasitic kings, queens and the rest of the racist Whites population of England. Speaking about the motives behind colonizing other countries and the benefit English language reaped from this colonial motive, Slaght, John, (2006), says, "those countries were colonized by the British naval power and military power in order to get raw

materials. And of course, the English language went with this trade. So, the industrial revolution was something that encouraged the development of trade, the development of military conquest and the spread of English."

Another factor that contributed to the growth in the number of 'native speakers' of English was the growth in the of population in, both, Britain and the so-called U.S.A; the land of the Red Indians, during the previous centuries. This population-increase was due to immigration of the White criminals to that usurped land. Moreover, the development of British colonies took large numbers of English-speaking criminals to settle in so-called Canada; the land of the Red Indians, South Africa; the land of the natives African, so-called New Zealand and Australasia; the land of aboriginals, etc. In countries like so-called Canada and Australia, there was a large-scale settlement of criminals from the British Isles. In all those usurped lands, the criminal settlers promoted learning of English and developed their own variety of English language. Hence, the world-wide spread of English language has given rise to different varieties of English language.

After the 2nd. world war, the so-called USA; the land of the Red Indians, inherited the British legacy and, in coordination with Britain, continued to maintain an international influence of English language by using politics, economy and even military aggressions and invasions. The so-called victory of the allies in the second world war, which was not possible without the great sacrifices that had been made by the Russians, contributed to further world-wide spreading of English language. It means that the USA imperialism built upon the foundation laid by the British colonialism to support the international position of English language. According to Svartvik, J. and Leech, G., (2006), the expansion and influence of the British colonial power and the emerging status of the United States of America as the leading imperialistic power of the second half of the twentieth century have contributed significantly to the development of English as a global language. Slaght, John, (2006), also throws more light on this matter by saying, "British political imperialism had sent English around the globe during the 19th. century so it was maintained and promoted almost single-handedly through the economic superiority or supremacy of the new

American superpower. And the language behind the US dollar was English." Thus, the 20th. century was the century in which the English language proliferated and reigned in many parts of the world as a result of the colonial, economic and military power and the coordinated aggressive motives of, both, England and USA. English language continued to maintain and consolidate its world-wide position through the imposition of a unipolar and unjust world-order at the end of the 20th. century. What Crystal, D., (2003), observes is identical with this state of affairs. He says, "without a strong power base, whether, political, military or economic, no language can make progress as an international medium of communication. Language exists only in the brains and mouths and ears and hands and eyes of its users. When they succeed, on the international stage, their language succeeds. When they fail, their language fails."

These colonial and hegemonic factors made English language acquire and play, internationally and intra-nationally, unique roles. Crystal, D., (2003), claims, "A language does not become a global language because of its intrinsic structural properties, or because of the size of its vocabulary, or because it has been a vehicle of great literature in the past, or because it was once associated with great culture or religion." He goes on to say, "A language has traditionally become an international language for one chief reason: the power of its people-especially their political and military power. The explanation is the same throughout history." Bloomfield, L., (1933), the well-known linguist, sees, "A language achieves a genuinely global status when it develops a special role that is recognized in every country" and this is exactly what English language has developed and therefore it became an international language.

Another factor also contributed to make English an international language. Unlike the Latin language, which was, mostly, restricted to the 'homosexual Church-circles' and upper classes in Europe while the rest of the continent was reigning in the darkness, English education was allowed to spread, freely, among the common people who were part of the administrative machinery of the parasitic circles of the British colonialism. In other words, the establishment of English medium education in the colonized

and usurped lands was one of the main tools that reinforced the colonial power and spread English language among the subjects in order to help the colonizer to syphon out the wealth of the subjugated nations. This state of affairs continued for decades and even centuries, in some countries like India, and contributed to the spread of English language in those countries and all over the world even before the departure of the British colonial army from its colonies as the result of the American conditions to enter the second world war and rescue the British Isles in particular and Europe in general from the historical humiliation they received from the German Nazi Army.

Thus, unlike Latin and French languages, which stayed on the scene for some time and later on lost their prominence, English language has survived over centuries and now it won all the claims for the status of the international language. The colonial importance of English language has been reinforced through other new colonial tools and hence English language was made as a passport for performing many important international activities. It means that from an instrument of a colonial power and a medium for colonial commerce and education, English language became the common means of international communication, information-technology, commerce and international relations, too.

The second half of the 20$^{th.}$ century, particularly, after the second world-war, has been characterized by a greater and phenomenal explosion of knowledge and unprecedented advancement in the fields of science and technology which served English language very much and contributed to making it an international language as we will see in details later on. Moreover, a revolutionizing step that helped English to become an international language was Charles, Babbage's invention of computer device. Consequently, the global spread of computers devices led to the spread of English all over the world because, initially, its main language was English. Jerry, Knowles, (1997), observes, "As the computer culture has extended into large-scale databases, electronic mail (e-mail) and so on, the expansion of English has followed, and the technology is so designed that the user needs to interact in English. Individual programmes can of course use other languages, but the programme itself will almost

certainly use English based commands. Where as in previous technological revolutions, the technology has had to be adopted for different languages; in this case, the languages other than English have to be interfaced with the resident language of technology." In this computer age, English language has expanded its domains of use everywhere and become the global medium of communication. Hence, it seems that English language happened to be at the right place at the right time because the recent rapid technological developments coupled with the phenomenon known as information-technology have further been instrumental in enhancing the world-wide status and use of English language. English language has become the only standard international language not because it has been approved to be so by any 'standard' organization, but because it is, widely, used by many information and technology industries and hence it has been considered as being a standard language. Consequently, English became the language of storing information. According to Graddol, D., et. al, (1996), eighty per cent of all information stored in the electronic retrieval systems of the world is stored in English. This means that the whole world is giving importance to English language and it can't do away with it because the literature related to various branches of science and technology are in English language, therefore, they contributed a lot to the emergence of English language as a scientific lingua franca.

Important events in the fields of science, culture, sports, etc. are disseminated through this wide-spread language. Various types of media such as telephones, televisions, e-mail, magazines, leaflets, radio, posters, maps and devices that contain a sort of software which communicates, advertises and broadcasts a message, use English language and this contributed to strengthen the international position of English language. English language became the language of those who want to write, publish or broadcast in order to address people at international level and reach out to all of them. According to Broughton, G., et. al, (1980), English language is "the language of 70% of the world's mail, 50% of the newspapers, 60% of the radio stations, 50% of the scientific and technical periodicals." The widespread media such as international journals, newspapers famous films, etc. on the internet

use English language. Even some Chinese TVs and Russian media which are directed to the West and far East are broadcasting in English language. Sally, Wehemier, (2000); the editor of the Oxford Advanced Learner's Dictionary (OALD), (7th. ed.), says, "80 % of the world's electronically stored information is in English and three quarters of the world's mail is written in English." The majority of people write their international e-mails in English language and whosoever wants to write proper mails for international correspondence, has to learn and use English language. This made the global electronic media get, as Loretto, Todd, (1999), says, "dominated by English speaking interests." In discussing English language as an important medium of press and media, the data compiled by the Encyclopedia Britannica, (1994), states that about a third of the world's newspapers are being published in the countries where the English language has a special status. These English newspapers are widely read all over the world. A review of the influence of the individual newspapers; as reported in 'The Book of Lists', (1977), says that the top five papers are in English: the first is New York Times, followed by 'The Washington Post', 'The Wall Street Journal' and the two British papers; 'The Times' and 'The Sunday Times' are examples of the media that perform communicative functions in various fields of life in English language and help the people to get linked together through this international language. The simplicity and authentic English language of these main media bridges the gap between the spoken and the written form of English language and hence it contributes to the spread of English language among people from all over of the world.

International organizations and platforms contributed to make English as an international language. After the second world war, many international platforms like the League of Nations, the U.N.O. and its allied organizations were erected as new tools of a new method of colonialism which dominantly use English language. It was, falsely, claimed that they will bring the world together and maintain world peace, but they and their dominant language; English, were used as tools of new economic, political, cultural and linguistic colonialism. Though the U.N.O. has six official languages; namely, Arabic, Russian, Chinese, English,

French and Spanish, we see that most of the proceedings and debates are performed in English language. Moreover, the status of English language is very special today in several international institutions and organizations such as the Commonwealth, the Association of South East Asian Nations (ASEAN), European Union (EU), South Asian Association of Regional Cooperation (SAARC), organization of African Unity (OAU), North Atlantic Treaty Organization (NATO), the International Criminal Police Organization (INTERPOL), the International Air Transport Association (IATA), the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations International Children's Emergency Fund (UNICEF), the International Monetary Fund (IMF); World Bank, the International Group of Seven (G-7), ILO (International Labor Organization), etc. The status of English language is very special also in the Organization of the Petroleum Exporting Countries (OPEC) which, according to Crystal, D., (2003), uses English language as "the only official language of the Organization of Petroleum Exporting Countries." Hence, English language played a major role in various international domains. Graddol, D., (1997a), summarized the following domains of English language in the international arena:

1. English is the working language of international organizations and conference.
2. English is the international language of science and technology.
3. English is used in international banking, economic affairs and commerce.
4. Advertising for global brands is done in English.
5. English is the language of audio-visual and cultural products.
6. English is the language of international tourism.
7. English is the language of tertiary education.
8. English is the language of international safety in the fields of aeronautics and sea.
9. English is the language of international law.
10. It is a relay language in interpretation and translation.
11. It is the language of technology transfer.
12. It is the language of internet communication.

All this indicates that English language plays a major role in the proceedings of most of the international organizations and this

contributed a lot in making English an international language of international politics, negotiations, conferences, conventions and accords. In fact, English language might emerge, in the near future, as the only official working-language of UN proceedings due to the increase in the number of people who learn it, the financial expenses involved in maintaining many official languages and employing many translators and the drawbacks of machine translations into other official languages which do not give exact translation.

Projecting the international dimension of English language, Crystal, D., (2003), says, "English has become the dominant language of world communication. Textbooks on English these days regularly rehearse the litany of its achievements. It is the main language of the world's books, newspapers and advertising. It is the official international language of airports and air traffic control. It is the chief maritime language. It is the language of international business and academic conferences, of diplomacy, of sport. Over two-thirds of the world's scientists write in English. Three- quarters of the world's mail is written in English. Eighty per cent of all the information stored in the electronic retrieval systems of the world is stored in English. . . . Statistics of this kind ... make the point that it is not the number of mother tongue speakers which makes a language important in the eyes of the world ... but the extent to which a language is found useful outside its original setting." Geographically, English language is widely spread. Crystal, D., (2003), says, "English is now represented in every continent, and in islands of the three major oceans - Atlantic (St. Helena), Indian (Seychelles) and Pacific, (in many islands such as Fiji and Hawaii)." The extent of the geographical spread of English is aptly described by Robert, Clairborne, (1990), who observes, "English is the lingua franca of scientists, of air pilots and traffic controllers around the world, of students hitchhiking around Europe, and of drop outs mediating in India or Nepal. There has never been a 'world language', nor is there likely to be, but English is the nearest thing to it that has ever existed." The geographical extent of the influence of English language becomes clearer when we go through the words of Hook, Donald, (2002), which go, "Geographical extent, plays a significant part in languages' world-wide

importance and here English wins over all others. There simply is no other language that is spoken as an official or semi-official language in 80 or more countries on all continents, as a first and second language, by more people, than English." This made English language act as a lingua franca of countries which are crowded by local vernaculars and a mother tongue for people who lost their mother-tongues. Loretto, Todd, (1999), was right when he said, "The English language in its many forms is today a medium for speakers in every continent. It is used by people who are multilingual and by those who have lost their ancestral mother tongue."

The wide-spread of English made it an unprecedented major language of the world. In the words of French, F. G., (1963), "no language ancient or modern can be compared with English in the number of geographical distribution of the homes, factories and offices in which the language is spoken, written or read;... Because of the spread of industrial development, science and technology, international trade and commerce, and the close interdependence of nations English has become a world language." Loretto, Todd, (1999), describes the unprecedented proliferation of English language by saying, "It has become a truism of contemporary descriptions of English that it is the most widely used language the world has ever known." Speaking about the international privileges that English language enjoys today, a British council publication titled, 'Focus on English', (1988), says, "the predominant position currently enjoyed by English is a historical contingency arising from the mercantile and colonial expansion of British empire which was followed by American economic and technological hegemony." Thus, we may say that the economic development which is still controlled and monitored by the previous colonial powers has raised English language to an international status.

With the recent the economic and industrial development in many parts of the world and the rapid internationalization of business and human immigration, there is a need for a common language that helps people to communicate, interact and understand each other across the world. English language has emerged as a language which is capable of serving the needs of the times and fulfilling the purpose. In fact, the knowledge of English language

has become essential today for establishing economic, commercial and political relations with the rest of the world. Even countries which were not part of the geography of British colonies are, as we will see later on, compelled to learn English language in order to benefit from the economic, industrial and technological developments taking place in the world. If the twenty first century is dominated by economic, industrial and technological developments, this domination has been served very much by the dominant existence of English language in each and every sphere of life.

Thus, being a major tool in the process of economic and technological developments which are taking place all over the world, English language received a fresh impetus to cross the national barriers and boundaries and become the dominant global language. According to De Swan, Abram, (2001), the use of English language has become identical with globalization. It is now, commonly, considered to be 'the global' language. Using English as a global language marks a major point of identifying who the users of English are and in what way they are using it. The global ramified markets paved the way before English language to be present everywhere, consequently, English language is used by the world population as a mother tongue, a second language, a foreign language, a library language and millions are learning it now.

Native literary production also beautified the image of English language not only in the minds of the subjects of the British colonies, but also in the mind of whoever goes through the rich literary heritage of England and hence contributed to its international status. It is well-known that English language is the medium of one of the great and rich literary traditions of the world. For example, specialized scholars learnt a lot from the literary writings of the creative writers in English such as Wordsworth, Shelley, Tennyson, Milton, Hardy, Jane Austen, Emerson, Orwell, Whitman, Frost, Carlyle, Ruskin, Rousseau, Burke, Shaw and many others writers whose writings in, both, quality and quantity remained unrivalled and immortal. Whoever reads or evaluates native literature, develops a special emotional bond not only with it, but also with English language. They shaped the linguistic and

critical sensibility and faculties of many learners all over the world and contributed to the global spread of English language. Moreover, the translation of various versions of the contradictory and interpolated Bibles into English language played an important role in the development and spread of English in many parts of the world just like the translation of the intact, genuine, authentic and holy Quran has played a crucial role in spreading Arabic in many parts of the world.

English language is, rightly, described as a window on the rapid progress of technology and science and one of the main keys that open a door of scientific and technological progress. It is the pipeline for the stream of knowledge in all branches of learning. As English language is rich in scientific and technical literature, it became one of the most important means for accessing the world's academic and technical resources. It is the language of education and research in many non-English speaking countries. As it has an indisputable international position in the field of science and technology, English language, successfully, met the requirements of being the language that made the scientific and technological development within the reach of people all over the world. Hence, English language gives distinguished students an academics global mobility as books and other study-materials are easily available in English language. English language provides an excellent cross-section of the researching intellects of the world. It is the language of academic exchange and the vehicle of the international academic activities and hence it binds the intelligentsia of different countries together through academic works and researches. In a fast-developing world that makes rapid progress in the field of science and technology by bringing innovations in medicine, agriculture, industry, transport,telecommunications, space technology, English language will be an advantage to many learners in foreign language situation if they want to keep abreast of all the scientific and technological achievements. This state of affairs gives advantage to the English-knowing students over others who are ignorant of it. Therefore, the facilitation of the learning of a major foreign language like English is significant for the academic professional development of many learners. MacKay, S. L., (2002), was right when he said, "knowledge of English is necessary for accessing

many discourses at a global level from international relations to popular culture to academia." It means that through English language, many nations could reach to the vast stores of knowledge and render it, if they wish, into their own mother tongues to benefit their people, but this requires thorough knowledge of English language. English language is, widely, used as a medium of world-wide dissemination of various branches of science and technology. Knowledge is growing at a tremendous pace, especially, in the field of science and technology and this also, mostly, will be available, firstly, in English language.

In most of the contexts of teaching English as a foreign language, it is also used as a library language. However, the vital role in education played by English language made it possess a unique place as an international library language not only in a foreign language context like Arabic speaking societies, but also all over the world. The domination of English as a language in the field of science and technology made it an important library language and consolidated its international status. Though it is a foreign language in many countries, English language has occupied a role of a library language. Other languages may fall short to impart the latest achievements in science and technology as compared to English language. Hence, no other language can compete with English language in being the unrivalled library language. The scientific developments of the 20$^{th.}$ century and their educational dimensions have imposed English language as a library language on almost the entire world and made English language rich in academic literature; whether scientific or technical. Quirk, R., (1968), rightly, says, "English has become the language of scholarship. Scholars of international reputation, whatever their mother tongues, choose to write in English since English happens to be a world language. A measure of the importance of English today even in the highly developed countries of Europe can be seen in this: a Norwegian or Finnish scientist who a century ago might have published his work in French, and three centuries ago in Latin, will often today seek to achieve the maximum circulation of his ideas by publishing it in English." What makes English language a supreme library language is that it, successfully, kept pace with the growing fountain of knowledge and scientific and technological

advancement and provided easy access to the world's rich academic material such as material related to science and technology. It is the major store-house of knowledge into which almost all branches of science have taken a form and therefore this made it occupy the status of a major library language. It is the language that paves the way for many learners in various branches of specializations to excel in their fields of academic persuasion and produce reliable international researches and studies. Therefore, English language became the best medium of publishing and exchanging scientific works and making it reach libraries all over the world. In fact, most of the scientific references, journals and magazines in various branches of knowledge are written in English language and standard material on the latest scientific and technological achievements in all branches of knowledge are available, mostly, in English language. This made English language to have a literature in each and every aspect of science. It became a medium of a scientific literature of immense richness which includes even scientific literature written in other languages and translated into English language. Today every important piece of writing in different languages on arts, social sciences, literature, science, sports, medicine, etc. are translated into English language as it is the only language that can assure a wide readership all over the world.

English language provides an adequate and effective instrument of reaching to the bulk of knowledge available in the field of science and technology and at the same time enables people to share their contribution in the same language. More than two-thirds of the annual world's scientific papers and researches are written and published in English language. Over two-third of the world's scientists read, write in English language and if they publish their papers, they publish them in English language. Crystal, D., (2003), says, "When the American research is added to the British, it is possible to suggest that about half of the influential scientific and technological output in the period between 1750 to 1900 would have been written in English." More and more academic researches produced through English language has made it a living stream of growing academic knowledge and rich library language. Therefore, not only do people learn English keeping in

mind that it is useful for higher academic persuasion, but also because a lot of the bulk of knowledge is available in English language. Crystal, D., (2003), points out: "In the 1980's 85% of Biology and Physics papers, 73% of Mathematics and Chemistry papers were written in English, and contends that these percentages have increased significantly." This international academic position of English language created a world-wide demand for qualified EFL teachers. Consequently, many just British speakers of English are becoming EFL teachers in Asia, Africa, Europe and South America after getting short period training. Some are allegedly doing so without even limited training; just because they are British though they speak a colloquial English. This shows the importance people, all over the world, attach to English language and the increasing tendency to let English language become the dominant international language that is used in all fields in general and as a language of education in particular. This made English language a requirement of every person, everywhere and every time. John, V. V., (1969), expresses this by, critically, saying, "we need English because we need English books."

All these factors consolidated and strengthened the position of English as an international language. Before about quarter a century, Graddol, D., (1997a), states that the press release for launching the British Council's English, 2000-Project in 1995, summarized the international position of English as follows: "World-wide, there are over 1,400 million people living in countries where English has official status. One out of five of the world's population speak English to some level of competence. Demand from the other four fifths is increasing...English is the main language of airports, air-traffic control, international business and academic conferences, science technology, diplomacy, sports, international competitions, pop music and advertising."

This international position of English language forced many countries to lower the level at which compulsory English is taught and consequently generations who madly run after learning English language have multiplied in number. In an article reflecting the impact of English as a global language on educational policies and practices in Asia and Pacific Rim countries, Nunan, D., (2003), says, "compulsory English lowered from Grade 5 to Grade 1 (in

Taiwan), compulsory English lowered from age 13 to 9 (in Korea), English becoming increasingly significant as university entry requirement (in China) and overwhelming concern in government business sectors that Hong Kong will lose economic advantage if English language skills are not enhanced." It means that English language started killing the mother-tongues of many countries which are unable to stop the sweeping domination of English language or halt its linguistic imperialism. Fishman, J., (1996), rightly points out, "Whether we consider English as a killer language or not, whether we regard its spread as benign globalization or linguistic imperialism, its expansive reach is undeniable and for the time being unstoppable."

Though it is true that the spread of English language was the product of the imposition by the old and modern colonialism, however, this colonial background of the language is being forgotten rapidly. Now, it is no more viewed as an imposed language because English language has transformed itself from a symbol of colonial trace and legacy to a tool of international language that links the people all over the world together, provide them exceptional facilities in the field of commerce, education, diplomacy, etc. It means that a language, which was once a symbol of imperialism, was later on adopted and studied for various reasons in different cultural contexts. It is now accepted wholeheartedly and learned by millions all over the world. In other words, the position of English in the world today has changed greatly and the number of users is increasing rapidly. No other language has spread around the world, extensively, and that too in a very short span of time like English language. It can be said that the current position of English language is the result of the shift in the function of English language over the end of the 20$^{th.}$ century and the beginning of the 21$^{th.}$ century; from a language which has a colonial legacy and a 'source of great literature' to a language which acts as a 'tool of global exchange' in each and every field of life. This change is still continuing and reshaping itself day-by-day and making English language an indispensable 'tool of global exchange'. This global status of English language made it occupy various positions in various countries. According to Graddol, D., et. al, (1996), English is an official or semi-official language in over

sixty countries of the world. It is the first language of millions of people belonging to different nations which belong to different cultures. Even with those who have their own mother-tongues, English language has its great influence on them and it occupies the position of either a second language, a foreign language or a library language. According to the official website of British Council Library, English language "has official or special status in at least seventy-five countries with a total population of over two billion." Consequently, through using English language in one way or another, people from different geographical areas have started to come into contact with each other for different reasons such as trade, politics, education, literature, etc. Through becoming a system of international communication, English language has turned the world into a small global village that large parts of its population use English language for a reason or another. This, clearly, confirms the fact that English language had laid its feet not in some specific fields of life in some few countries, but in almost all fields of life and in all countries. Many aspects of human life are, greatly, dependent on English language in their existence and proliferation. In other words, English language exercises its presence in every domain of human survival. It can be assumed that no aspect of human life can be, globally, accessed without the intervention of English language.

The era of internet came to consolidate the international position of English. When computers and the internet were, widely, introduced in 1990s through the 'World Wide Web' (WWW), which was accessible through the use of a standard protocol, known as Hyper Text Transfer Protocol (HTTP), the internet language was, mainly, in English language. The WWW proved to be a popular medium of communication and the major bulk of knowledge and information shared through it were, and are still, in English language. Thus, skills in English language, internet and computer have become interrelated, interdependent to each other and inseparable from each other. This made English language as a sole international language that is growing and it is bound to grow further. Despite the tremendous progress in introducing different languages in World Wide Web; (www), it is still English language. As we will see in the table below, it is estimated that nearly eighty

per cent of the pages on (www) use English language and three quarters of the world's communication through mails, telexes and cables are in English language. The language of the manuals, guides and fact-sheets about the installation of different versions of applications and programs in aspects such as networks, websites, software, hardware and electronics products are mostly available, first, in English language before being translated into other languages. Therefore, English language will continue to remain as the main language for most internet users because it is very difficult and even problematic to translate every page into all languages. The United Nations Report of Human Development, (1999), says, "without the English-based global electronic communication, economic growth … would not have taken place with breakneck speed and amazing reach." As the internet is growing and expanding, English language would remain the main medium in keeping people on touch with it. Nunan, D., (1999), rightly said that the rapid expansion of information technologies has created an explosion in the demand for English worldwide. It became indispensable language of internet. According to Crystal, D., (2003), English is the language of the new technology, of computers, of software and of the internet. The vast cyber space in general permeates all professional fields, mainly, through English language. This makes English a very important language for all countries which want to make full use of internet.

Although the knowledge of English language is no more a must today to deal with computer or to use the internet because, both, computers and the internet were reprogrammed and redesigned on the basis of different languages, but the percentage of English as an internet language is still the highest. The following chart indicates the percentage of each internet language at the end of the year 2021:

| **Rank** | **Language** | **Percentage** |
|---|---|---|
| 1. | English | 63.4% |
| 2. | Russian | 7.1% |
| 3. | Turkish | 3.9% |
| 4. | Spanish | 3.7% |
| 5. | Persian | 3.5% |
| 6. | French | 2.5% |

| | | |
|---|---|---|
| 7. | German | 2.0% |
| 8. | Japanese | 1.9% |
| 9. | Vietnamese | 1.8% |
| 10. | Chinese | 1.3% |
| 11. | Arabic | 1.2% |
| 12. | Indonesian | 0.8% |
| 13. | Portuguese | 0.7% |
| 14. | Italian | 0.7% |
| 15. | Ukrainian | 0.6% |
| 16. | Thai | 0.6.% |
| 17. | Dutch | 0.5% |
| 18. | Korean | 0.5% |
| 19. | Hebrew | 0.5% |
| 20. | Polish | 0.5% |
| 21. | Greek | 0.3% |
| 22. | Romanian | 0.2% |
| 23. | Czech | 0.2% |
| 24. | Serbian | 0.2% |
| 25. | Swedish | 0.2% |
| 26. | Danish | 0.1% |
| 27. | Hungarian | 0.1% |
| 28. | Bulgarian | 0.1% |
| 29. | Finnish | 0.1% |
| 30. | Croatian | 0.1% |
| 31. | Slovak | 0.1% |
| 32. | Hindi | 0.1% |
| 33. | Norwegian Bokmal | 0.1% |

(Source: Wikipedia).

The above chart indicates that English language is the dominant language of the internet. Being the sole language of internet, learning English language has become popular for educational and academic referencing, business, commerce and cultural reasons. In fact, the international characteristics, dimensions and importance of English language are so dominant and beyond description to the extent that many countries opted to write even road-signs not only in the local languages, but also in

English language because those countries realized that English language is spoken and understood by a large number of people living on the globe. Speaking about the international characteristics of English language Amitabha, Basu; Director of the Institute of English, Kolkata, believes that "English is the language of the new global world. Wherever you go, you can manage with English. There is no point in wishing away the importance of English. If it rains in monsoon, there is nothing that we can do about it." The distinguishing characteristic of English as an international language is that it is not identified with any single country. As it is mentioned earlier, the native speaker is no longer a model speaker for the non-native learner of English because teaching/learning experiences of English all over the world proved that it is impossible and rather Utopia to make the native speaker of English a model speaker to, particularly, those who learn English as a foreign language. This fact demolishes the ideology the communicative approach. Rajagopalan, K., (2004), thinks that the so-called 'communicative competence' in English, as an international language, is largely of an inter lingual or even multilingual nature. Therefore, it is not possible to transplant the hypotheses of the so-called 'communicative competence', everywhere in the world because the 'world English' is at work whether the native speakers like it or not. It is important that every learner of English, all over the world, should be able to understand what the other speakers of English say; whatever their nationality may be and then be able to interact with them in his own variety of English in an intelligible, sensible and meaningful manner. It means that, as I have said in some previous publications, intelligibility became the major priority of the non-native speakers of English language and it should continue to be so. Such a trend will make the international variety of English language dominate even over the native variety of English and at then the native speaker of English himself should be acquainted with the international variety of English. Rajagopalan, K., (2004), has gone to the extent of saying that the day may not be all that far off when the native speakers of English themselves may need to take crash courses in 'World English' in order to cope with the demands of an increasingly competitive world market that does not use the native variety of English, but uses 'world English.' In fact,

this is a case of a world-market that kidnapped English language, monopolized and modified it and it is on its way to re-dispatch it to the native speakers with its own world flavor, accent, intonation, imported vocabularies and 'libs-resetting' according to the pronunciation of 'World English.'

As a result of the growing status of English as the main international language, the importance of the ability to speak or write in English language has recently increased significantly and it is bound to increase further. English language, according to Pride, J., (1982), "will continue to grow, in the breadth of its uses and the number of its users, for just so long as those who use it feel it as their own possession, with its own range of uses, its own body of users, its own set of linguistic features." Now, no language all over the world can surpass English language in the number of those who use it. It is a living international language because it grows, enriches itself as the time passes and possesses the capacity to assimilate words from other languages, as well. As we have seen in the history of English language, today's English language has descended from a large Indo-European family of languages which had been inter-related through morphemes and syntax. It means that many of the English words can be traced back to other languages of the Indo-European family. The English Dictionary itself is a clear proof of the 'accommodative' characteristics of English language that made it host and functionalize vocabulary and idiom items from other languages. This made English language possess one of the richest linguistic materials in the world because it borrowed, freely, from other languages and enriched itself. By accommodating hosting and functionalizing vocabulary and idiom items, English language has developed vocabulary and idiom items which can express the finest aspects of human thoughts and feelings. The local accommodation of vocabulary and idiom items shaped the varieties of English. As we have seen earlier, though its essential structure has remained the same, there is no one English today, but many 'Englishes'! The borrowing nature of English is, aptly, described by Crystal, D., (2003), who says, "For example, learners sometimes comment on the 'familiarity' of English vocabulary, deriving from the way English has over the centuries borrowed thousands of new words from the languages with which it has been in contact. The

'welcome' given to foreign vocabulary places English in contrast to some languages (notably, French) which have tried to keep it out, and gives it a cosmopolitan character which many see as an advantage for a global language."

The major international position and domination of English made it to be used as a language written on various commodities so as to make them attractive, valuable and marketable. It means that English language became a tool of shaping consumer attitude and preference, economic marketing and business transactions. This made English language present itself on each and every commodity and overseas document. Consequently, English language achieved a global status through the international economic marketing and transactions that globalized not only the economic activities and the goods in the markets, but also English language.

English language became a major international language because it is the major medium which gives access to the latest information in the field of aviation. It is the chief international maritime language, the official international language of civil-air, airports, air traffic control and navigation. Major international airlines and shipping-lines and major international ports, airports and hotels all over the world use English language for communication and transactions. International airports and hotels have staff who can communicate in English language fluently. Thus, travelling and tourism employed the wide-spread and usage of English language.

English language consolidated its international status by being a language of international labor market and the gateway for overseas jobs and better career. This is basically because international commerce and industry are dependent upon those who can speak English language. The major global advertisements circles for jobs today are available, mainly, in English language. It is creating more and more career opportunities in every field of life and providing overseas positions to people who can communicate in English language than to those who speak only their own mother-tongues. Getting an overseas career is not possible without being fluent in English language and finding a good job abroad is very difficult without possessing a good command over English language because it became the language that finds a job for those

who want to occupy overseas positions. The prevailing recruitment views are that unless the person knows English language, he cannot communicate, efficiently, with others and therefore he can't get an overseas job. Men and women who do not have basic knowledge of English and cannot comprehend and interpret instructions in English language, can't get a job in multi-national working environment. Only fluent speakers of English language can get good prospects in job-placements all over the world. Knowing English language became a condition for recruiting overseas expatriates as it opened worldwide opportunities for employment for them whereas poor knowledge of English language is a great barrier on the way of getting recruited in those overseas jobs. Hence, the knowledge of English language is a necessary passport for mobility. People with good knowledge of English are given preference for selection to highly-paid overseas posts. The prospects of employment for a person knowing English language are bright and many people, all over the world, depend on English language for their economic development and social well-being. Consequently, there has been a considerable growth in the number of people learning English as it is considered to be a corridor to success in economic life of the 21st. century. English language is learnt everywhere because people have found out that it is the passport for better career and better payment. It is the language which millions of people want to learn and many people are now eager to send their children to the so-called English medium schools which, some of them, hoard false slogans, claim that they have a good teaching standard of English language and promise to build a high level of language proficiency in students. Kachru, B. and Nelson, C., (2001), were right when they considered English as, "the most widely taught, read and spoken language the world has ever known." In almost all countries of the world, there is a strong trend to teach English language to the new generations and the number of parents who aspire to teach their children English language has increased by leaps and bounds. According to the estimate study of the British Council, the number of peoples learning English in the year 2000 was approximately a billion, and by the end of 2010 the number was expected to reach two billion. This is similar to the estimation made before almost two decades

by Graddol, D., (2006), who said that the number of people, learning English is likely to reach a peak of around two billion in the next 10-15 years. A great effort of English language teaching exists in almost every country in the world. This indicates that the desire, the crave and the craze to learn English language is reigning everywhere in the world to such an extent that made English medium education and institutes a mushroom that multiplies itself everywhere to cater to the needs of a crazy world that has been driven, blindly, by English language and ready to spend everything and empty its pocket in order to inject English language in the minds of the new generations. The investor in English medium education claims that he can teach English language and those who want to learn it are ready to spend whatever in their pockets to learn it. This means that many people treated English language, like the uncovered notes of the collapsing American Dollar; as a capital or a commodity in itself. Now English language has crept into the educational system of even the European countries, at least as a strong subject if not as a medium of instruction. Consequently, the number of the people who have some familiarity with English language is, steadily, growing and increasing day by day and the number of new learners of English language is going up day by day, resulting in a huge demand for English language teachers throughout the globe. English language is now taught in the majority of the countries of the world and it is emerging as the main foreign language being learnt by billions of people. It is also displacing other international languages like French in the process. In fact, some countries, as we will see later on, are throwing French language into the dust bin; its natural place. Stressing the importance of learning English language Peter, Strevens, (1980a), rightly, says that when there is an immense growth in international communication, we cannot sit back lamenting the passing of an era. We have to learn what the society demands, i.e., English for practical purposes. In the past, many people learned English language in order to communicate with the so-called native speakers of English, emulate their way of 'libs-bending' and get acculturated by the filthy culture of the native speakers whereas today the vast majority of the learners of English around the world have no desire to alienate themselves from their own cultural

identity or adopt a new linguistic identity. They just want to be intelligible when they speak English language.

There are ample indications that English language is being used as a lingua franca in all spheres of international activity and it can be claimed that, internationally, English language has acquired a special position and role that is recognized by all countries. English language is, now, understood by all sorts of people in various countries and continents. Four out of ten persons in the world know English. Speaking, at the beginning of the new millennium, about the magnitude of the spread of English language and the extent of its proliferation, Crystal, D., (2003), estimates, "Out of the 1.5 billion who know English, about 337 million use it as their first language (L1), about 350 million use it as a second language (L2)…….. in addition, there are about 100-1000 million people who are actively learning and trying to use English with reasonable competence in countries like China, Japan, Russia, and in other countries in Europe and South America." In fact, the international importance of English language can be ascertained by the fact that there is no a single country in any parts of the world where a speaker of English language cannot be understood. Now, every good speaker of English language can go to any part of the world and carry out his task with the help of the English language. This proves that when one has to move out of one's country, knowledge of 'world English' is most essential for purposes of communication as it is understood everywhere. French, F. G., (1963), rightly observed, "A traveler who can speak English will find somebody who can understand him wherever he may go: anyone who can read English can keep in touch with the whole world without leaving his own house." It means that knowing English language makes its user more geographically mobile. That why Kachru, B., (1986), said, "knowing English is like possessing the fabled Alladin's lamp which permits one to open, as it were, the linguistic gates to international business, technology, science and travel." In other words, an international traveler who knows English would never suffer from absence of travelling guide. This indicates the planetary reach of English language and its international nature and dimensions. It also indicates that there is no country in the world where English is not taught, studied or used.

In fact, English language has become not only an international language, but also a global phenomenon. It may be a foreign language for the majority of countries of the world, but it is an important subject in schools in almost all of them. English language is on the curriculum of virtually every type of schooling system in the world. It means that English language teaching/learning has got more international attention than any other language in the world. No other languages such as Arabic, French, Chinese, Spanish, Hindi or Russian can be compared to the international educational position occupied by English language. The spread of English as an international language today is indeed phenomenal. English language is now present in every continent and even in islands of three major oceans; the Atlantic, the Indian and the Pacific. Krishnaswamy, N. and Lalitha, Krishnaswamy, (2006), refers to this phenomenal spread of English language by calling it 'The English Tsunami' and they comment, "The English tsunami is lashing every country in the world." Today there are more non-native users of English, therefore, it has become the linguistic key that opens borders between countries, races, tribes and the inhabitants of remote Islands. In this global village that consists of different cultures and languages, English language is used as a lingua franca and a contact language across the ethnic, religious and linguistic boundaries. Even barriers of race, color and faith are no longer a hindrance among people as English language connected different people and societies from all over the world, removed the linguistic barriers between nations, eradicated racial and tribal gaps and facilitated the human communication. English language has been made the main and important international link language and therefore there is every need that a group of people in every nation to learn it because English became an international commodity that can't be discarded or left unbought. Now, more and more communities are in contact with each other and people are on a continuous move as never before. In this context, English language has become a vehicle of communication among these communities. They depend on English language for communicative functions while travelling, signing business deals, attending international platforms, events, etc. English is a language of communication not only among individuals from different parts of the world, but also

sometimes between two individuals from the same country. It can be said that non-native speakers of English language will outnumber its native speakers. According to Crystal, D., (2003), the primary reason for English gaining global status is that it had been in the right place at the right time. In multi-lingual societies like South Sudan, India, etc., where there is no national language on which people can reconcile or agree, English became the link language. According to Crystal, D., (1996), English becomes a language to fall back on when the mother tongue proves to be inadequate for communication.

The global position of English language made it cease to be the sole possession of the English people. At a rough estimation, the people around the world who use English as a native language, as a second language and as a foreign language are more than five billion. It is worth to quote here Kachru, B., (1986), who says, "A significant segment of the world population uses it as their other tongue (as a second or foreign language). It is this side of English which has actually elevated it to the status of an international language." Writing about the status of English language in the 21th. century, Crystal, D., (2003), says, "it has emerged as the world's most important language of communication both conventional and digital forms in the 21st. century."

The current international status of English language proves without any doubt, that English language has slipped away from the hands of its historical owner; the British, and become the property of everyone who can use it effectively. According to Edge, J., (1993), "An international language belongs to its users, not to the countries whose national languages have become internationalized." No one region, class or community can claim sole ownership over the English language, which has become, genuinely, an international property. Its use is not restricted to one country or continent; it is used in all the five continents of the world. It means that English language is no more the language of the British, American or any other nation that claims its original possession. The massive spread of the teaching/learning of English exposed the fact that English language no longer belongs to the speakers of English as a mother tongue within the British Isles. Now, the roots of English language spread in all directions.

This made English language a unique language among other languages. Speaking about the uniqueness of English language Rajagopalan, K., (2004), says that world English is a linguistic phenomenon which is altogether unique. It is unique in the sense that it defies the time-honored view of language which is based on the undisputed assumption that every natural language is, typically, spoken by a community of native speakers and exceptionally or marginally by a group of non-native speakers.

In this scenario of rapid changing world, there will be always a need for an international language that can be used by everyone as a local language. Undoubtedly, English is the most qualified language to be used for this task and accepted wholeheartedly. Pride, J., (1982), rightly stresses the point that "The English language of the future must be accepted from within, rather than be felt as something imposed from outside" because, for the time being, no other language can compete with English language. It is the turn of English language to take its course of time and play its role for sometimes as other languages did in the past. Arabic was wide-spread in many parts of the world for many centuries. Latin was the main medium of education in Western Europe throughout the Middle Ages. Even though more people in the world speak Chinese than English as their native language, but Chinese is confined only to the Chinese sub-continent. It is an isolated language. Spanish may claim a large number of native speakers, but it halted at that number of people who speak it. Neither Chinese nor Spanish or French or even Russian can claim the extent of varieties, importance and role which is attached to English world-wide. Therefore, English language will continue to occupy the status of an international language.

Some circles claim that one of the most important reasons for the success of English language is not only the colonial role of England, but also easiness of the language itself. This may be true to some extent. English is considered as one of the easiest languages of the world. For example, in 1848, a reviewer in the British Periodical, 'Athenaeum' displayed the simplicity of English language by claiming, "In its easiness of grammatical construction, in its paucity of inflection, in its almost total disregard of the distinctions of gender excepting those of nature, in the simplicity

and precision of its terminations and auxiliary verbs, not less than in the majesty, vigour and copiousness of its expression, our mother-tongue seems well adapted by organization to become the language of the world." It is true that English language possessed a pre-eminent degree of inflectional flexibility which are clear indications of the simplicity of the language. That is why it allowed foreign words and idioms to enter its linguistic portal and become active part of English language. Thus, the innate flexibility and generative nature of English language enabled it to welcome and accommodate many changes. In fact, the evolution of English language is a rare story of exceptional flexibility and simplification that no other language has undergone or surpassed. By this process of exceptional flexibility and simplification, English language has gone further than any other language in the world to make itself easily accessible and learnable by many learners. This flexibility contributed to make English language an easy language compared to other languages. English is easier than Arabic, Japanese, Chinese, French, Spanish, Hindi and other major languages. In fact, there is an inherent simplicity and beauty of the structure of English language which helped it to be an international language. In other words, English language is simple in its structure which is easy to learn. The amount of functional grammar to be learnt in English is less when compared to other languages like Arabic, French, etc. Except for some illogical spelling rules, the functional grammar of English is an easy one. Unlike Arabic or French, there is no need, in English language, to distinguish between masculine and feminine genders in expressing yourself in English verbs system. Some circles claim that such a trend might have been influenced by the material which simplifies the matter and make it loose. However, such arguments are only due to false impressions and therefore, they may be inaccurate. Yes, easiness of the structure of the language may make it easy to be taught and contribute to its spread, but Arabic for example, in spite of the complexity of its structure and grammar, became a major international language for a large geographical area of the world for many centuries and it influenced many languages like Persian, Urdu and even languages originating from Sanskrit. In spite of the complexity of Arabic grammar; its inflectional endings, gender differences and complex

derivative system, it has dominated the life of a vast geographical area of the world map for many centuries. Moreover, Latin language also, as it was mentioned earlier, was considered as an international language for some time in spite of its inflectional endings and gender differences. French language was also a dominant language with all the difficulty in throaty sounding, remembering the masculine and the feminine forms of a noun and writing its words which renders many letters silent in speech. This means that a language cannot become popular and wide-spread only because of the easiness of its structure or vastness of its vocabulary only. A language cannot spread only because it has good literature or because it is associated with a specific culture or religion. As the foregoing discussion reveals, major factors were behind the spread of English language all over the world. However, in spite of its simplicity, it is to be recognized that many foreign learners encounter great difficulties in learning English language. One of the sources of these difficulties is the chaotic and arbitrary nature of its spelling as English language is characterized by the frequent lack of correlation between spelling and pronunciation.

Although the world-wide spread of English language was the result of its imposition by the old and modern colonial agenda, but now it is being learnt and used all over the world because people realized that it has certain advantages which have been imposed by soft means such as politics, economy, media, education, etc. People have found out that the knowledge of English language is a license for communication with the entire world that facilitates economic exchange, provides a better career and offers a handsome payment. Today the compulsions of learning English are educational, economic, scientific and technological. Marckwardt, John, et. al, (1965), rightly pointed out, "The conquest of time and space by the jet proportion chamber and the electronic tube has provided us with the opportunity for, and the means of, direct communication for ahead of our ability to surmount the language barriers that prevent it ….a working knowledge of English must be ever more widely disseminated throughout the world."

The wide-spread of English language has been, precisely, described in the words of Loonen, Peter, (1996), who said, "trade, teenagers and travellers, contributing an unprecedented degree of

converging norms." The international status of English language has been summed up very aptly by London-based, weekly, The Economist, (Dec. 20, 2001), which said, "It is everywhere. Some 380m people speak it as their first language and perhaps two-thirds as many again as their second. A billion are learning it, about a third of the world's population are in a sense exposed to it. By 2050, it is predicted, half of the world will be more or less proficient in it. It is the language of globalization, of international business, politics and diplomacy. It is the language of computers and the Internet. You'll see it on posters in Cote d'Ivoire, you'll hear it in pop songs in Tokyo, and you'll read it in official documents in Phnom Penh. Deutsche Welle broadcasts in it. Bjork, an Icelander, sings in it. French business schools teach in it. It is the medium of expression in cabinet meetings in Bolivia. Truly, the tongue spoken back in the 1300s only by the 'low people of England, as Robert Gloucester put it at the time, has come a long way. It is now a global language."

The popularity of English language is on a continuous growth and expansion to such extent that it may not be a Utopia if we claim that a time is not far away when English language will become the only international language which the majority of the world population speak it as the main foreign language. At this point in the world's history, English is the main language of internet and the pre-eminent language of wider communication. It is the first language in human history to be accepted, wholeheartedly, 'from within' by people from different parts of the world. This acceptance from within by people from different parts of the world and of different linguistic backgrounds is a clear indication of its international nature. Its international nature makes us, as Muslims, claim its possession and invest it in spreading the best religion in the world; Islam. Since the English language is the main language of the internet, it is the best language to convey genuine Islam to the world. Even without internet, Islam is the fastest growing religion in the world because as knowledge is spreading all over the world and as people are becoming more enlightened, they are finding Islam as the best religion in the world and in this regard, using English language to spread the message of genuine Islam can consolidate the growth and spread of Islam all over the world. Though English language is, undeniably, a part of the colonial

legacy and a tool of the colonial hegemony, but it can be used by true Muslims as a powerful tool for spreading the light of Islam. It can be used to release those energies and forces which gather strength and momentum to destroy the traces of the foundation of old and modern colonialism. If any Islamic nation wants to convey the Islamic message to the world and take whatever is good from the world, then its citizens are required to have the knowledge of English language as it is the most wide-spread language. In other words, it is this globalization with its English language which we can employ to serve Islam. It is important to take the opportunity of English being a global language and lay down strong teaching/learning courses that enable suitable numbers of learners to have command over English so that they can serve their own societies and connect them with the world in a win-win relation that serves our religion and interests.

The strong position of English language at all international levels forced countries like Russia, China, Japan, France, ex-French colonies and many other countries to adopt a policy that encourages teaching English language as an international lingua franca in order to avoid isolating themselves from the global market and many other important international platforms. Countries like Russia, China, Libya, Japan and France, as we will handle some of them in the next chapter, that have had either a hostile attitude towards English language or where English was not used before or where the native languages served the purpose in every sector including economy, technology, medicine and science, have now changed their approach toward English language and adopted a policy that accepts the value of English language as an international lingua franca. They realized how the lack of proficiency in this global language would isolate them from the global market and many other important international platforms and events. Therefore, they opted for not only using English language, but also making a great effort to teach it to their young generations in schools. Consequently, English language established its own strong position in those countries because they realized that it is the language of international trade and industry; in the sense that commercial correspondences, exchange and transactions among various countries are conducted, mostly, in English language and industries

all over the world use English language to market their products and services in other countries.

# English Language in China, Japan, Russia, France and Europe

As we have seen in the previous chapter, English is considered as the world's most important international language. It is understandable that English language in countries like India, Nigeria or Sudan, etc. might possess a British colonial legacy, but when it is being, intensively, taught/learnt on a large scale in countries like Russia, China, Japan, France and many parts of Europe and many of them were not under the British colonialism, we can attribute this fever of learning English language to the economic requirements and commercial purposes that employ the global dimensions of English language. The explosion in the field of science and technologies, the wide spread of various types of media and many other factors made many superpowers like Russia and China and economic powers like Japan organize programs of teaching their younger generations English language.

Now, there is a massive growing in the number of English language learners in Russia, China, Japan east Europe and France. There is neither a linguistic logic nor a historical precedence that can interpret this phenomenal growth in the number of English language learners world-wide. It can be attributed only to the strong international importance of English which influences economic powers like Russia, China, Japan and France and forces them consider it as an important language. There are four countries which have caused this phenomenal increase in the numbers of the learners of English language. They are China, Japan, Russia and France. Here, it would not be out of context, here, to have a look into the teaching/learning of English language in these countries.

## English Language in China

Putting into consideration the huge Chinese population, even if a small percentage of Chinese learners learn English language, they can make a big difference to the total numbers of the global learners of English language. The Chinese, in their effort to establish an economic strategy which is based on the so-called 'win-win' cooperative relations with the rest of the

world, are aspiring to make English language play a major part in accomplishing that strategy because they have realized the international value of English language. The economic boom of the 'third-quality goods' in China which attracted whosoever wants to cross borders and practice cheating in business, made English language a medium that enables China to achieve its economic ambitions by communicating in English language with those who import third-quality of Chinese goods and cheat their own nations. Therefore, China has adopted a national policy to make every Chinese learner literate in English language as it realized that English language is one of the effective tools to achieve the ambition of becoming the main superpower in the world. This explains, why the Chinese are all out to master English language. Since 1990's, the Chinese children have started, formally, learning English language from the third-year primary school; the time when they still know very little about their own mother tongue, but the Chinese society started realizing that after completion of education, English language will also be required for employment, promotion and professional progress. This official policy of the Chinese government which made English a compulsory subject at the primary level, will produce, every year, about 20 million Chinese who are acquainted with English language. In fact, the enthusiasm to teach/learn English language transcended the official Chinese policy in this regard. Against the guidelines of the Chinese education commission, some schools are introducing English language even from kindergarten level. All these are instances of the over enthusiasm of the Chinese for learning English language. According to Watts, Daniel, (2007), "More people are learning English in China than in any other country in the world." Hu, Guangwei, (2005), says that since the 1990s, "English language education has been a subject of paramount importance in China, and proficiency in English has been widely regarded as a national as well as a personal asset."

This special status accorded to English language and the intensive effort of learning English language in China reminds us of the prediction of Graddol, D., (1997b), which goes, "it seems possible that within a few years there would be more English speakers in China than in India." This fever to learn English

language made the Chinese devote much time and effort to learn English language. Regarding the time devoted to learn English language and the output in learning is concerned, the 'Yale Global Online' reports the following, under the title, 'Is English Invading Chinese Culture?':

* Xiao Zhong, a postgraduate student, said that he had read nothing except English during his free time. In spite of this effort, Xiao Zhong, is not satisfied with his performance in listening comprehension and Oral English.
* A girl had to repeat the graduate school entrance exam five times because she had failed in English in the earlier appearances, though she had performed extremely well in her major subjects. In her words, "I had spent 80 per cent of my time in studying English."
* On the one hand, English is compulsory in School, on the other hand, there is no language environment in the society.
* An investigation shows, over 95 percent of Chinese college students will not use oral English in their whole lifetime nor will they read any English materials... as the number of English Chinese experts required nationwide is after all limited.

In fact, learning English is gaining more and more ground and popularity in China in spite of the difficulties being faced by, both, learners and teachers because, English language became even the gate-way for better employment not only for the Chinese who learned English language and ready to become teachers, but also to the native speakers of English language who want to teach English in China. In her article 'Teaching English in Asia', Susan Griffith, (2006a), speaks about the number of employment opportunities for the native English speakers in China. The numbers of jobs available are far more than the number of available native English speakers. She said, "The Chinese nation is huge and hungry for the English language. For two decades there has been a flow of native speakers from the West to teach at schools.... But the past few years have seen a remarkable explosion in the private language institutes and companies, something that would have been unthinkable just a few years ago." This is a clear indication that, in China, there is a strong craze for learning English language. According to the information provided by 'asiatefl-site', the position of learning/teaching English in China is just the same as reported by Griffith, Susan, (2006a).

According to 'asiatefl', the demand in China for TEFL teachers is, actually, huge and there seems to be far more jobs than the available teachers of English language. The need for more teachers of English language is there in every part of the country; from Beijing to Hong Kong and from Hong Kong to Mongolia. This means that any qualified teacher of English language will be able to choose from a wide variety of teaching opportunities available throughout China, in, both, the government and private sectors. According to Lee, Mike, (2007); a High School student, "English language training was declared to be the second most profitable business in China at the end of 2005." Although as Lee, Mike, (2007), says, "most Chinese students find English exceptionally difficult, and fear of English tests as much as judgement day", extra lessons are organized at school meanwhile anxious parents want their children to learn English language with a hope that they get good jobs.

It is very clear that, in China, there is a 'frenzy' for learning English language, and this is, popularly, known as 'the English learning frenzy.' Nevertheless, it faced negative reactions from some Chinese critics to express fear that English language is bringing its own culture to the Chinese territory. They feel that placing more emphasis on learning English has a negative impact on the Chinese language curriculum and it takes a toll on the Chinese language and culture. Noi, Goh, Sui, (2007), projects some of these critical opinions, through his article, 'English Craze Hits Chinese Language Standards':

* The standard of spoken and written Chinese has taken a hit among students who have embraced English learning as a ticket to a better future. It is a problem that is noticed by language teachers and students.
* The marketing representative from Shanghai, who is a school student and won a prize for Chinese essay writing, thinks his Chinese language ability is weaker after concentrating on English language. While he regrets that he cannot speak or write Chinese as he once did, he surrenders to this fact and says that 'It cannot be helped.' What was important was that his proficiency in English secured for him a job in a foreign company.
* 'In some places, English learning is over-emphasised and some teachers are now asking if this will be a threat to the Chinese

language,' observed 'Beijing Normal University' Professor of modern Chinese, Zhou, Yiming. Part of the debate was whether there was a need to learn so much English, as it was not useful locally in some instances, he said. 'It is useful to know some English but the Chinese language should come first,' he said.

Despite the concern of some Chinese people about the threat of English language to Chinese language and culture, there is no indication that the Chinese government would change its policies regarding English language learning in China. The 'capitalist communist' ruling party is a business-minded party and when rulers' main concern is the business that adopts the policy of win-win, the sovereignty and identity of their nation is the last concern for them. Therefore, now US, by interfering in Taiwan, is crushing the integrity and sovereignty of China, nevertheless, we see nothing from the Communist thugs except the 'Syrian-type threat to Israel' that goes 'We will respond at suitable time' and for more than half a century they have never responded in spite of the fact that their receive an Israeli slap on the face every morning. In other words, they received kicks-after-kicks on their ass and the kicker escaped punishment. Such a political position of the Chinese Communist party projects a policy of 'banging without grinding'; the same policy which was followed by Russians since 1990s, till they found the NATO knocks on their doors and surrounds them from each and every side with various types of weapons. This reflects the fact that when rulers are part of the economic business, everything in the country, including national security, deteriorates and collapses.

It means that the general attitude of the Chinese government and people is in favor of learning English language whatever the cost may be. Even, the Chinese who live in Malaysia are also influenced by the popularity of English language. When Malaysia introduced bilingual teaching of Mathematics and Science in primary schools from the year 2003, the Chinese schools in Malaysia also introduced bilingual teaching of Mathematics and Science in primary schools despite the protests from parents.

Such a pro-English China promoted other related business. A lot of books are being translated from Chinese into English language. Books publishers seem to be enjoying soaring sales of publications in English language in China. There is a tangible

increase in the sale of English material and the 13th. Beijing International Book Fair, (BIBF), was a success according to many reports. In fact, Beijing is acknowledged as one of the most important book-fair hubs, after Frankfurt, London and Book-Expo-America. According to Watts, Daniel, (2007), "We see wonderful opportunities for English language children's books to be used perhaps as a supplement to teaching in classrooms- full colour-large-format story books."

Another factor that is likely to add to the Chinese's 'frenzy' to learn English language is that China, frequently, hosts world sports events and as there is a linguistic requirement of the visiting foreign athletes, officials and spectators, the Chinese authorities started adding English equivalent to the Chinese language contents of road directories, museums and tourist attractions where English language would be necessary for communication.

The Chinese 'frenzy' to learn English language influenced some leaders and authorities in countries neighboring China. Graddol, D., (1997b), observes that China's decision to make English language a key part of its strategy for economic development has influenced neighboring countries where the enthusiasm for learning English language was not very much high. Graddol, D., (1997b), adds, "By the end of 2005, Thailand, the Philippines, Japan, and Taiwan were all expressing grave anxiety about their national proficiency in English and had announced new educational initiatives. Thailand announced a new teacher training programme and a switch to communicative methodology because its 1996 policy to start English at Grade 1 was failing. The Philippines are debating whether to make English the medium of education at all levels." Moreover, Phillipson, R., (1992), says that the demand for English language is articulated not only by partisan Anglo-Americans, but also by leaders in all parts of the world. In 2006, at the launch of the 'Speak Good English Movement', a Singaporean minister, Yew, Lui Tuck, urged his countrymen to speak internationally intelligible English and he drew their attention to what is happening in China today. He said, "The Chinese in PRC are learning English … and a percentage of them are highly proficient users of the language."

**English Language in Japan**

The Japanese, with their unmatched technological mentalities and inventions which are achieved without knowing English language, have also got engaged in learning English language. In other words, even Japan, which resisted English language for more than half a century and nursed resentment towards its speakers, opted to learn English language. The Japanese, according to Kumaravadivelu, B., (2002), "thought it fit at the dawn of the new millennium to adopt English as its official language." Writing about the trends of learning English language in Japan, the journalist George, Paul, (2006), says that in the past, "it was not necessary to have a global reach for development. In the altered scenario of the last few decades more and more Japanese are striving to learn English. The same is true of the Chinese, Koreans and East Europeans." Japan now thinks, according to Yuko, B. Goto and Masakazu, Lino, (2005), that its people "must be equipped with better communicative skills in English and that raising the ability to communicate with foreigners is a key remedial measure to boost Japan's position in the international economic and political arena." Being fully aware of the importance and value of English today, the educated Japanese are sending their children to English schools in Japan and even to America and England for further studies in English language and working in technological centers in the West.

Although the efforts of learning English language in Japan are not as intensive as those which are in the China and the number of Japanese exposed to English learning may be small in comparison to that of China, but the few who learn, learn it well and are quite proficient in English language. The impact of globalization of everything forced the Japanese to learn English language and therefore Japan is making great efforts to teach the English language to its people. Many language events through seminars and conferences, both, at national and international level, have been organized in Japan in order to expose people of Japan to English language.

In order to improve the standard of learning English language and make it perform a national role, periodical commissions are set up and their recommendations are published in various Japanese

media. 'Japan Times' often contains material about English language status in Japan. The advisory panel convened in 2001, under the direction of Nakasone, Hirofumi, (2006), an ex-education minister, made the following recommendations:

* Learning English is essential in the age of the internet because much of the information is in that language,
* Though a lot of time is spent on teaching English in Japan, the results are not satisfactorily.
* Elementary schools will also be able to teach English, as part of Comprehensive studies.
* Gregory, Clark, a panel member, and President of Tama University, pointed out that 3 hours a week in schools were not sufficient to learn and understand English properly.

In Japan, there are language-schools that specialize in English language conversation which is attended by many learners meanwhile parents supplement this effort with additional private tuitions. Though the Japanese do not see importance in creating large numbers of Japanese speakers of English language, they aspire to employ those who speak English language to perform a task that benefits Japan! According to Kitao, Kenji, (2000), "The importance of English is not just in how many people speak it but in what it is used for. English is the major language of news and information in the world. It is the language of business and government even in some countries where it is a minority language. It is the language of maritime communication and international air traffic control, and it is used even for internal air traffic control where it is not a native language." In this regard, the Japanese use English language to expose the gruesome nuclear attack on Japan by the criminals of the so-called America. The Japanese employ English language, for example, in Hiroshima and Nagasaki sites where Japan was bombed by the nuclear bombs dropped by the criminals of the 'White House.' A foreign visitor of these spots who listens to the details of the disaster created by the criminal act of the so-called American, will nurse a lasting pain that arises from the tragedy which struck Japan due to the gruesome and barbarian American crime committed, unnecessarily, against Japan. In this regard, Japan projects, in English language, its accumulated inner

resentment against the inhuman American sadism which will, definitely, be revenged by Japan one day.

Moreover, the Japanese consider English language as an important language in the field of tourism and travelling in general. Speaking about the many Japanese who visit foreign countries for various purposes and the importance of a sound knowledge of English language, Kitao, Kenji, (2000), says, "wherever they go, they can manage with English but not with Japanese." Therefore, teaching/learning English in Japan became a necessity.

**English Language in Russia**

English language was hardly heard in the Soviet Union. Russian language was the unchallenged lingua franca of the whole Soviet Union that perished in 1991 and broken up into the so-called 'Russian Federation' and other countries. The present Russia comprises of 75% of the land area and 50% of the population of the former Soviet Union which has been toppled down by their adversaries; the members of the Zionist NATO and their tails like Saudi Arabia and other tails in the Persian Gulf, while Soviet communist leaders were numbed by Vodka. This marked the end of the cold war era which changed the attitudes of Russians towards English language.

People of the Russian Federation and other dismantled parts of Soviet Union started galloping with the topplers of their Empire, like the galloping of the mare with the horse, to implement the topplers' various agenda and learn English language, as well. Right from 1991, there was a great demand for English language teachers in Russia. Many native speakers from America and England were employed in Russia as 'language teachers' though other ulterior agenda were also behind their presence in Russia. White, Cade, is an English teacher who has worked in Russia. He was employed by the British Company, 'Language Link' (www.jobs.languagelink.ru), which has Nazi 'schools' throughout European Russia; Ukraine and Siberia, etc. Speaking about the high desire of Russian learners to learn English language, White, Cade, (2006), sarcastically said, "My students ranged in age from 15 to 50. They were extremely bright and I enjoyed their great sense of humour." Therefore, teaching English language became part of the

Russian educational syllabuses. Besides universities, many towns have, at least, a few private language schools to teach English language. All this indicates that Russians demand for learning English was very high and there were always vacancies for foreign teachers of English language who want to participate in teaching the Russians English language. When the demand for English language learning exceeded the numbers of the available native language teachers, English language teachers from other countries like India tried to cover the shortage.

This indicates that people in Russia are eager to learn English language. According to Hartshorn, Joshua, (2006), "In Russia it is not only easy to find a job teaching English, it's almost impossible not to." It means that teachers of English language find teaching jobs easily in Russia. Hartshorn, Joshua, (2006), confirms, from his experience in Russia, that the moment a native speaker of English announces his willingness to teach English, he will be employed on the spot. Leitch, Robert, (2006), has been living and working in St. Petersburg, Russia, since 2001. According to him, the demand for teachers exceeds the available supply because there are many fields which want to employ those who know English language. Here is an extract from his account of the position of English in Russia: "For a growing number of young Russians, English is the key to a better job and a ticket to a new life abroad, hence the EFL boom. Oil, tourism, and services outsourcing are among the major industries where good English is essential. Private English schools abound, capitalizing on the inadequacies of the state education system. Most of the schools employ a mix of local and native speaker teachers. Demand for the latter is so high that even mediocre teachers are often overloaded with work."

Due to the shortage of teachers of English language, Russians opted for different ways to attract more English language teachers to Russia. Susan, Griffith, (2006), speaks about the efforts to provide the required information to volunteers and pay teachers through website. Consequently, Western suspicious circles like the so-called 'Soros Foundation' plunged themselves into the task of ELT in the region! Susan, Griffith, (2006b), says, "In the mid-1990's, the Soros Foundation moved into the region, recruiting a number of ELT professionals to introduce modern methodology in

English teaching to local schools." The demand for English language teachers remained high even after the unfair Western sanctions against Russia in the wake of its disciplining campaign against Ukrainians Nazism and their Zionist Western supporters.

Not only the Russians have opted for learning English language, but the Central Asian countries which were part of the Soviet Union, have also started learning English language. It means that learning English became a reigning fashion in all the independent states of the perished Soviet Union. All these countries, directly, contributed to the major increase in the number of the learners of English language world-wide. Leaders in some of those Russian Federation States implemented some funny measures to urge authorities to learn English language. For example, president Saparmurat of Turkmenistan has made it clear that all his ministers should be proficient in English language, in order to hold trade talks with foreign companies and governments. He passed the following historical decree: "I don't care whether you pay for a teacher or learn it on your own, but you have to talk English in six months without the help of an interpreter. Anyone not fulfilling my decree will be sacked."

**English Language in France and Europe**

Tracing the history of teaching English as a foreign language in Europe, Graddol, D., (1997a), says that it began in the 16$^{th.}$ century, first in Holland and France. It means that before English language was introduced as a foreign language in other parts of the world, it was taught as a foreign language in France and Holland in the 16$^{th.}$ century itself.

It is, historically, well-known that Latin was the Lingua Franca of Europe till the end of the 16$^{th.}$ century. Then, French language took over this position from the 17$^{th.}$ century. Europe continued to be controlled and influenced by France and the French language till the middle of the 20$^{th.}$ century. In the second world war, France has been humiliated, occupied and crushed under the boots of the Nazi army. Therefore, it is natural that after the second world war, the influence of France and French language over European countries withers away in favor of the British influence in general and American influence in particular. In other words,

there was a clear decline of French and rise of English language in Europe despite its presence at some pockets. According to Graddol, D., (1997b), although French is declining, still, it is the only rival language in Europe which desperately tries to put a check to the monopoly of English language. French may be only an alternative which can be used in many international forums as it embodies a political gesture of resistance to the unchallenged dominance of English language that started cornering French, but the tangible result of the decline of French and the clear progress of English is very observable. It is important to mention here that English language replaced French as the language of international diplomacy though French was the language of diplomacy for about four centuries; from the 17th. to 20th. century. Commenting on the decline of French as an international language, especially in Europe, Wooding, Martin, (2006), has the following to say, "By the late nineteen-seventies French was already showing signs of giving way to English in Western Europe. A symbolic watershed was the use of English by French President Valery Giscard d'Estaing and German Chancellor Helmot Schmidt to cultivate their notably close relationship." He described the language situation in Europe, in the wake of the second world war, by saying, "In the decades immediately following the Second World War, the western half of Europe had two languages which might have aspired to international status in the region. In the south (Italy, Spain, Portugal), French tended to be treated as the most natural foreign language; whilst in the north (Germany, the Netherlands, Scandinavia), English tended to be favoured. German, itself a budding international language before the War, underwent a serious setback with the defeat of Germany and the amputation of a certain German-speaking hinterland to the east and south-east. In the eastern part of Europe, the international language was Russian, though fewer people had the option of international contacts."

The fall of the Berlin-Wall which freed East-Germany from the Soviet shackles and the collapse of communism which gave nothing to the world except Vodka and inefficient arms was the straw that 'shattered the back of the camel' and paved the way for English language to impose itself over the whole European countries and plant new Nazi tendencies in the people of those

countries. In other words, after the collapse of the Soviet Union and the reunion of the divided Germany, younger generations of Eastern Europe have indulged in learning English language and get guided by the new Nazi of the Anglo-Saxon imperial era. Consequently, English language spared no European land without intruding it.

Not only in Europe, but even in France itself, English language is creeping into its educational system and forcing the once-arrogant French to, linguistically, surrender to its historical adversary; Britain, and get wholeheartedly involved in learning English language. In fact, the apparent opposition to the presence of English language in France in nothing, but a helpless and bankrupt arrogance of the parasitic France that can't do anything about it, but to surrender to English language. Long ago, Quirk, R., (1972), in the introduction to 'Grammar of Contemporary English' came out with the statistics that in the year 1968-69, English was being learnt as first foreign language by 80% of secondary school pupils in France, while in German, the next nearest rival was learnt by only 16 percent of students. Considering the fact that France has a tradition for teaching several other European languages, this interest which has been shown in the case of English was noteworthy.

The attitudinal change in France and even other European countries, of which mother tongues are different and not English, to opt for learning English language indicates the power of English language to impose itself on the entire world through soft means. Commenting on the decline of French language in Europe and the spread of English language, Crystal, D., (2003), estimates that 85% of international organizations now use English as one of their working languages, 49% use French and fewer than 10% use Arabic, Spanish or German. Crystal, D., (2003), adds further estimations by saying that 99% of European Organizations listed in a recent yearbook of international associations cite English as a working language, as opposed to 63% French and 40% German."

This attitudinal change in Europe in general and France in particular towards English language is not out of love for English language, but it came as a result of reconciliation with reality that English cannot be ignored, suppressed or marginalized any longer.

The Europeans and the French people realized that German, Spanish or French languages cannot compete with English language for the global position. All European countries, in general, realized that the knowledge of English language is a passport for a better business, better career, better payment, advanced knowledge and a means of communication with the rest of the world. For example, older generations of Scandinavians use their mother tongue, but younger Scandinavian generations have begun using English as the language of opportunities. Such a trend increased the demand to learn English language and recruit teachers of English language. Consequently, the demand for English language teachers increased in Europe. Advertisements declaring demand for teachers of English language appear on various media. A cry, dated August 1992, for recruiting teachers of English language goes, "Wanted 20,000 new teachers of English in Poland." To meet this high demand for English language teachers, Poland started a program in 1989 for training 1,000 teachers of EFL per year. It also got help from the British and the United States of America which were trying to strengthen their position in Poland in order to cook their nasty and cunning Nazi plots against Russia.

The fever to learn English language in European countries became a common one and it affected almost all European countries. Since 1983, English has been taught as a subject in all Austrian, Switzerland and the rest of Central and Eastern Europe primary schools. In the 'New York Times', Tagliabue, John, (2002), wrote an article titled, "In Europe, Going Global means: Alas! English" which reflects the fact that Europe can't go global without English language despite the injured ego. He, adds:

- Two years ago, when France, Germany and Spain merged their aerospace industries into one company, they not only gave it an English name - the European Aeronautic Defense and Space Company, but also made English its language.
- In Germany, the national postal service, Deutsche Post World Net, increasingly uses English as its working language. Smaller companies are doing likewise. In Finland, the elevator maker Kone adopted English in the 1970's; in Italy, Merloni Electro domestici, a midsize home appliance maker, did so in the mid-1990's.

Management meetings at big banks like Deutsche Bank in Germany and Credit Suisse in Switzerland are routinely in English.
- In Toulouse, in the south of France, English has been the official language at the aircraft manufacturer Airbus since its founding more than 30 years as a loose consortium of aerospace companies from France, Germany, Britain and Spain.
- In executive meetings, if a majority speaks French, German or Spanish, then the majority tongue is spoken; the minutes are in English. On the factor-floor, local languages prevail.
- In Italy, the appliance maker Merloni adopted English in the 1990's. Merloni was a family-controlled, midsize company with a name few had heard of, competing against renowned giants like Electrolux of Sweden and Bosch-Siemens of Germany. Its chief executive at that time, Francesco Caio, believed that English language would give Merloni an international dimension. The company's subsequent growth consolidated the role of English language. In 2000, Merloni acquired Stinol; Russia's biggest refrigerator maker, and last December, Britain's Hotpoint, adding 6,000 Britons and 7,000 Russians to the work force. At, both, Hotpoint and Stinol, English language was the language of Management.

Such an account by Tagliabue, John, (2002), reflects the steady growth of the position of English language in different parts of Europe. Under the title, "English in Europe" Graddol, D., (1997b), presents the following findings in his book, 'English Next':

-Instead of 'one nation, one national language' policy of the past, the present language policy of Europe encourages and advocates foreign language learning - European citizens should ideally learn two languages in addition to their mother tongue.
-In theory, English does not have a special status in Europe, but in practice English has become a common working language.
-English has become the foreign language in education systems; English has acquired a special place in school timetables in most countries. English is being introduced right from the beginning of the Primary level, in many countries.

-According to the Eurobarometer surveys, people who can converse in English are steadily on the increase, especially during the past 5 years, in most countries.
- Some of the foreign languages which were enjoying 'first foreign language' status have been replaced by English in some countries. e.g.:
i) English seems to be treated more prominently than French in Switzerland
ii) In the Baltic States and in many of the post-Soviet countries English has replaced Russian as the first foreign language.

All this indicates that the English language wave swept the entire European continent. The sweeping wave of English and the failure of the Europeans to resist it have been, aptly, described by Jacques Levy, who is an advocate of Globish- a simplified version of the English language, with the minimum vocabulary and grammar, designed for a global citizen. Jacques Levy studied globalism at the Swiss Federal Institute of Technology in Lausanne and is a native of French-speaker. Quoted by Noam, Cohen, (2006), Jacques Levy said, "It's a lost cause to try to fight against the tide." He considered that English language is just the latest in line of global tongues. He said, "It was Greek, then Latin, French, now it is English."

**English Language in Ex-French Colonies**

The gruesome and bloody nature of the French colonialism prevented France from entering the hearts of the people of its ex-colonies and hampered French language from being an international language in spite of the reigning of French colonialism for centuries. Now, many ex-colonies of France realized the international value of English language, opted to discard French language and introduced English language in education. In 1996, for example, English language replaced French language as the chief foreign language in the schools in Algeria. This Algerian move to replace French language with English language sparked a sinister controversy in France and made the mouth of the French people sour. Algeria realized that French has no international value. Lamine, Ghanmi, (2019), reported that Algeria High Education Minister; Tayeb, Bouzi, rightly said, "The

French language does not get us anywhere." Therefore, he ordered the Algerian universities and higher education institutes to use English language rather than French language. According to Lamine, Ghanmi, (2019), Abdelhamid, Charif, 'Algier University' instructor, said that the move to expand the use of English language was supposed to start since long time. He said, "English is unavoidable language because it controls more than 75% of the world flow of scientific knowledge and 90.7% of fundamental science." He added, "The international visibility of our universities, their ranking and their attractiveness and the job opportunities of university graduates will gain from the English language." He went on saying, "As a second language and language for education, English will crush every competing language." The same feeling and impression are growing in Tunisia, Morocco, Mauritania, Mali, Chad and many African countries which were under the gruesome and barbarian French colonialism and post-colonial exploitation by the parasitic French companies. In fact, it can be said that without the wealth which was being snatched away by France from Africa even after its apparent departure from its ex-colonies in Africa, France would have become major underdeveloped country; has nothing except its racial spirit, economy of prostitution and the treasure of rats which are reigning everywhere in France! In fact, as we have seen earlier, the French themselves, with full humbleness and without any sense of shame, indulged in learning English language; the language of their historical adversary, and the pseudo-gay French president, Emmanuel Macron, who married a woman that seems to be in the age of his grandmother, is nothing more than a feminist-ring in the finger of his Anglo-Saxon masters from whom he receives successive humiliations, but he never reacted a reaction of real men.

Considering the magnitude of English language learning taking place in China, Japan, Russia, France, ex-French colonies and many parts of Europe, it is clear that these countries have created a great world-wide tsunami of learning English language. This means that English language will continue to grow as the lingua-franca of the world. Its major position in these European, African, Asian and Latin America countries will be a foreign language. Therefore, the contexts where English is taught as a

foreign language should know what are the objectives, issues and necessary factors that are related to English language and which skills should be given priority in teaching English as a foreign language.

In many previous publications, I have discussed and criticized the so-called communicative approach jargons which claim that learning a foreign language should start with listening and speaking. I am against using it in foreign language teaching/learning situation. I always favored starting learning English in foreign language situation with reading, writing, developing vocabulary stock and mastering the functional grammar of English. In this book, I advocate enabling learners to have a strong foundation in reading skill through authentic material and writing skills through simple topics in addition to enabling them to have a suitable stock of vocabulary and a reasonable knowledge of functional grammar. I have handled various aspects of reading, writing, vocabulary development and the importance of grammar so as to help teachers pave their way in their efforts to teach this language which is foreign to the majority of the world population.

# Reading Skill: Origin, Concept and Definition

## Reading: Origin

Some historians claim that human beings started communicating with each other by gestures and sign language, but this is a wrong assumption which is not more than a guessing. As we mentioned earlier, God; the Almighty, created Adam; pbuh, and taught him names and those names were nothing, but language, truth and people who will be defender of that truth. The holy Quran says, "And He taught Adam the nature of all things; then He placed them before the angels, and said: 'Tell me the nature of these if ye are right.'" Hence, since the creation of the first human being, language has always existed in its four-fold; namely, listening, speaking, reading and writing. It is later on that some historians, philosophers and linguist, wrongly, claimed that reading and writing had come after listening and speaking skills. All skills of the language appeared together because if human education system, even today, can't be inclusively launched without using the four skills, then, it is natural that the Godly educational system which prophet Adam; pbuh, enjoyed was definitely inclusive and contained the use of the four skills of the language.

Then, God; the Almighty, has sent messengers and prophets with religion; scriptures, and therefore not only speaking and listening were firstly developed, but also even reading and writing were always part and parcel of human existence and activity. Teaching was either in a written form which requires reading material or believers were given the skill to write, compile reading material, read it and preserve it in a documented form. This proves that all the four skills existed together right from the beginning of human history. Harris, David, P., (1974), an outstanding expert in the testing of languages has observed, "Language exists in two forms, the spoken and the written. Two linguistic activities are associated with both speech and writing – an encoding and a decoding process. Speaking and writing themselves are the encoding processes whereby we communicate our ideas, thoughts, or feelings through one or the other form of language; and listening and reading are the parallel decoding processes by which we comprehend either a

spoken or a written message. Thus, language includes four skills or complexes of skills -listening, speaking, reading and writing..." Since language exists in two forms, the spoken and the written, it means that reading was also existing and naturally speaking was an active verbal form of communication.

The use of language in its written medium in education is perhaps, as old as education which emerged with the human existence itself. Hence, it can be said that though there are no records from the time of the beginning of human existence, but the logic of mind indicates that the education which the prophet Adam; ﷺ, has undergone was including reading and writing skills because revelation for the first human who was also a prophet is, definitely, comprehensive and does not lack any component of comprehensive education which a human can establish; including the four skills of the language though it is claimed that the oldest records related to writing are found in the traces of the Sumerians who lived between the fifth and the second millennium B. C. Discussing the goals pursued in Sumerian education Titone, Renzo, (1968), remarks, "The first aim was to teach prospective scribes how to make use of the cuneiform character." However, if the oldest traces of language teaching/learning were Sumerian, this does not prove that they were the first traces. It is only logical, therefore, that dealing with the four skills of the language; including reading, has always been an essential part of human education since the creation of man.

**Reading: Concept**

Men, as social beings, live in a society and convey their thoughts and ideas to one another in different ways. Language is a code for conveying the thoughts and feelings of one individual to another. It is a medium that is accepted and it is mutually understood by both ends of communication. This may be done through oral grouping of words into statements which may be oral or written. When it is oral, it may be in the form of speaking that may be supported by body movements and in such a case it involves listening. When it is written, it needs the effort to decode this written material and this is the process of reading.

The old concept of reading is that reading is nothing, but a process of deciphering the scrip whereas the modern concept of reading is that reading, as listed by William, Gray, (1953), includes:

(i) Perceiving and recognizing words,
(ii) Grasping and comprehending meanings,
(iii) Reacting to the ideas acquired, and
(iv) Modifying ideas and behavior in the light of what is read.

Thus, reading is the process of coming into contact with the minds of the writers who have recorded; coded, the contents of their minds. It is a process of using eyes and mind to decode and understand what the writer had inked down and extract the meaning from the written or printed text. This is applicable on every language that has the four skills and English language is no exception to this. It means that the best way to document thoughts in order to convey them is to record them in writing and make them a material of reading.

Traditionally, reading was viewed as a passive skill; the reader was merely seen as the 'recipient' of the information or an 'empty vessel' who brought nothing to the text. It means that the 'text as an object' leaves the reader as just a passive recipient of the information which the author provides to the reader who is an 'empty vessel' and has nothing from within to share with the text. However, as we will see, in details, later on, the modern opinions about reading disregards such notions which consider the reader as an 'empty vessel' and a passive recipient. Modern opinions claim that many mental activities are involved in reading process which make it far from being, solely, a passive skill. They consider the reader as an active participant in reading process. They go to the extent that they consider the reader as an interactor with the reading material. Thus, reading is not just a process of decoding or recognizing words and sentences which are put together, rather, it is an active process by which the reader decodes the whole message which the writer has put through the written text that is accessible to the mind of the reader only after decoding it. Hence, reading is not a passive process as it used to be perceived in the past. It would be wrong to assume that the reader's role is passive at the time of reading because reading involves an active participation of the reader in decoding and understanding the message the writer had

conveyed through the written text. In the process of reading, the reader is involved in various kinds of mental activities such as skimming, scanning, extensive and intensive reading, reading for pleasure, reading for details and reading for accuracy. All these activities in the process of reading makes reading an active skill.

Moreover, while reading a text, the reader depends not only on the printed words to decode and reach the intended-meaning, but also on his background knowledge and previous experience, as we will see later on. The reader possesses many sub-skills which work together, simultaneously, in a comprehensive process for comprehending the text. Hence, reading is not a simple activity, rather, it is a 'multifaceted' activity that involves various components which operate together and each component depends on various competencies.

The process of reading has been studied by various disciplines of knowledge. Interdisciplinary concern for the meaning of reading and the identification of the elements that constitute the reading process have been particularly noticed in modern researches. Huey, E. B., (1972), was among the first scholars to exhort the reader to 'search' diligently for meaning by examining each word, phrase and line, by blending together ideas and by suspending judgment until all the material has been read. He thought of the reader is acquirer of mental discipline directly from the author, rather than a constructer of his own conceptual framework. Thus, reading involves not only the recognition of the meaning of words, phrases and sentences, but also merging various organized textual elements of meanings into a chain of ideas or integrated system of thoughts that capture the intended meaning of the written material.

Reading was considered as a process of comprehension and evaluation that moves the cognitive operations to get involved in problem-solving and decision-making activity. This concurs with what Ruth, Strang, (1967), says about reading which goes "more than seeing words clearly, more than pronouncing printed words correctly, more than recognizing the meaning of isolated words. Reading requires you to think, feel and imagine. Effective reading is purposeful. The use one makes of his reading largely determines what one reads, why one reads and how one reads." What Ruth,

Strang, (1967), obviously implied was that reading is not a mere mechanical act or activity of identifying letters, words, phrases or sentences, but it involves also a process of comprehending of what is being read and comprehension of what is being read can't take place without the background knowledge, previous experience and many factors. It was E. L., Thorndike's paper on 'Reading as Reasoning', (1917), which had a maximum impact on modern thinking on the act of reading. Thorndike's concept of reading has been, clearly, explained in the following quotation from that paper: "In correct reading:

(1) each word produces a correct meaning,

(2) each such element of meaning is given a correct weight in comparison with others, and

(3) the resulting ideas are examined and validated to make sure that they satisfy the mental set or adjustment or purpose for whose sake the reading was done."

As part of the innate language-package bestowed by God; the Almighty, on human beings, man first spoke and then the knowledge of reading and writing came later on in the process of Godly teaching to Adam; pbuh. This made reading a thinking activity because the written language is always richer than the unwritten language. Many languages which are spoken in the world do not have a written script, but they have rules and uniformity of their own. However, uniformity and rules of language-use can best be obtained only through reading and writing. It means that reading helps reader to acquire knowledge about the phonemes, orthographic structures, graphemes, word-order, sentence structure, etc. It enables the reader to get information from letters and symbols written on papers and realize the ideas, concepts or notions hatched by those letters and symbols.

A lot of reading material can be understood even without understanding the meaning of individual words or sentences because the meaning of unfamiliar words can be understood in the overall context of the written-text. Conversation where two people are involved in talking to each other, similarly, reading is also an interactive process in which the reader and the text converse with each other, but reading is a more complex process than speaking. The term 'reading' implies, according to Stauffer, R. G., (1969), at

least a partial interaction and consequently, a partial comprehension of the writer's intent. Hence, reading should be, naturally, accompanied with comprehension because without, at least, a partial comprehension, reading could only be termed 'word-calling' or 'barking at print'. To make reading and comprehension natural allies, the reading process requires continuous practice, development and refinement. Thus, reading is a cognitive process of constructing meaning from a written text. It is a process of decoding symbols in order to construct meaning out of them. It is an interaction between the text; the writer, and the reader. Nuttall, C., E., (2002), maintains, "...because both reader and writer depend on one another. The interaction is complicated by the fact that the writer is absent at the time of reading; so she gets no feedback and cannot know what part of her textbook will cause misunderstanding. She has to guess and shape the text accordingly, but she never knows who the reader will be, she will never completely succeed." It means that the reader has to build up, from the text and his intellect, many initial meanings that shape the true meaning of the words and sentences of the text. Nuttall, C., E., (2002), maintains that a word or a sentence has four kinds of meaning. They are as follows:

1. Conceptual meaning
2. Propositional meaning
3. Contextual meaning
4. Pragmatic meaning.

This shows that reading is more than just a sensory process. It is a conceptual activity. In the process of reading, conceptual thought is required to react with meaning of the word, the sentence and the paragraph. It means that reading entails the ability to recognize graphic symbols and their corresponding sounds as well as their meaning when they come together in a word or a sentence. Thus, reading is more than just a skill to be learned through only surface practice. It is a deep and complex conceptual, thinking and decoding process that involves many physical, intellectual and even emotional reactions and activities that take place within the reader. It is the ability to decode the most intricate text; it could be anything from decoding a code, interpreting a symbol; the written or printed letters visually or kinesthetically, or deciphering the meaning of an

unfamiliar word. It is the act of deriving meaning from a written-form and the ability to interpret the graphic and symbolic representation of the language. Hence, it is not possible to learn reading without knowing how to deal with the graphic symbols. Graphic symbols and their corresponding sounds form a larger unit which is called word. It means that reading becomes meaningful only if the learner gets the meaning that is associated with the graphic symbols through his ability to recognize the semantic content of the graphic symbols and the sounds they represent. Thus, there are three important requirements in the reading process. They are: 1) recognizing the graphic signs which form units that bear meaning, 2) correlating these units which bear meaning with the formal linguistic system that puts them in order, 3) correlating these units of meaning and formal linguistic system with the meaning they nurse and then reaching to the meaning of the text.

The above discussion shows us that, generally, reading has been viewed from different points of views. Each of these points of views deals with different dimensions and different characteristics of reading. They may be listed as follows:

a) Reading is a sensory process as it requires the use of senses, especially, the sense of vision, in an adequate light, through which the reader interacts, visually, and sees the clear and legible graphic symbols of the written text.

b) Reading is a perceptual process in the sense that just using senses is not sufficient to perform a meaningful reading. It requires extracting the meaning from the graphic stimuli through seeing the word, recognizing it and knowing its meaning. In this process, words, phrases and sentences are examined in their context, meaning is probed, ideas that have been represented by a sequence of words, phrases and sentences are extracted and the final perception is established. Thus, reading is a higher perceptual process that decodes the print, extracts ideas or thoughts out of it and matches them with the reader's existing knowledge of the world and previous experience so as to arrive at the exact or the nearest meaning of the text.

c) Reading is a response to a graphic stimulus presented through the text. The responses are exercised through vocal and sub-vocal muscular that deals with the written word. It is also exercised

through the eye-movements which, physically, adapt to the reading act, critically and evaluatively and emotionally response to what is being seen and read. It is also exercised through getting involved with what is being read meaningfully. All these ramified responding activities aim at understanding and establishing a perception out of the text.

d) Reading is a learned process which is performed by the learner so as to get acquainted with the meaning behind the graphic representation; the text. On the basis of the value of the content of the text, the mechanism of motivation to reach to a meaning is operated and activated. It makes reading continue till the reader comes out with a meaning from the text.

e) Reading is a developmental task that moves forward by one basic characteristic; learner's readiness and motivation to read and understand the content of the text. However, this depends on the learner's level of overall intellectual development that determines his extent of achievement from reading activity.

f) Reading is a joyous activity which the reader reaps from the activity of reading can transform the reader's outlook about life and give him a whole positive, wonderful and joyous view about life.

g) Reading is a learning process acquiring knowledge and changing one's attitude, ideas and aspirations in life. It opens up to the reader a world of thoughts and ideas, takes him to distant lands, lets him sip from the stream of knowledge of the great intellects of different times and enables him to supplement his knowledge.

h) Reading is a communicative process through which the reader gets into contact with great writers, interprets what he reads in the light of his previous knowledge and associates what he reads with the past experience in order to find new thoughts, establish a new criticism and reach to new evaluations and conclusions.

**Reading: Definition**

The above discussion about reading urges us to define reading itself by presenting its general and specific definitions. Etymologically, to read means to discern, understand and analyze the written text. Educationally, to read means to synthesize understanding of the whole written material. In the broad sense of the term 'reading', can be defined as the skill to make meaning out

of the written or printed symbols. It is a very complex decoding process that involves many physical, intellectual and often emotional reactions to the written text. It can be said that reading is the process of reconstructing the meanings presented through graphic symbols because it entails the skills to recognize graphic symbols and their corresponding sounds as well as their meaning when they come together in the form of a word or a sentence because for a language user, there is always a relationship among sounds and shapes, language structure or syntax, and meaning.

There are many definitions of the term reading which have been phrased by different scholars. Hodgson, F. M., (1955), defines reading as "the process by which the reader receives through the medium of the written word the message which the writer intends to convey." Gray, G., (1960), defines reading as "a process of gathering information or meaning contained in a piece of writing and how one comprehends it." A definition of reading by Barbe Walter, B., (1965), claims, "reading is a much more inclusive process than either of the preceding. It assumes, that the reader not only recognizes the essential facts or ideas presented, but also reflects on their significance, evaluates them critically, discovers relationships between them and clarifies his understanding of the ideas apprehended." Morris, I., (1965), reading is the ability to get the message through the medium of written words. Dechant, Emerald, V., (1969), remarks that it is quite difficult to give one comprehensive definition of reading that would suit everybody and thus there are as many definitions of reading as there are reading experts. Dechant, Emerald, V., (1969), defined reading as "the process of giving the significance intended by the writer to the graphic symbols by relating them to one's own fund of experience." Dechant, Emerald, V., (1969), gave a summarized definition by saying, "Reading is a see, say and comprehend process." Dechant, Emerald, V., (1969), further gave eight characteristics of reading in which there are many simple definitions of reading: They may be adapted as follows:

1) "Reading is a sensory process": By terming reading as a 'sensory process', he means that the reader must have a reading vision so that he can react visually to the graphic symbols of the written text which he is reading.

2) “Reading is a perceptual process”: By terming reading as a ‘perceptual process’, he wants to say that the whole meaning does not exist in the text itself, but it is the reader who brings the complete meaning to the text in the process of reading. The process of reading comprehension involves looking at the word, word-recognition and developing meaning awareness by relating the word to its context.

3) “Reading is a response”: By considering reading as a ‘response’, he means that in the process of reading, some responses are made by the reader towards the printed words. These responses include vocal and/or subvocal muscular responses, eye movement through the text, critical and evaluative responses, reader’s emotional involvement in the process of reading the text and his meaningful reactions to the text.

4) “Reading is a learned response”: By considering reading as ‘learned response’, he means that a reader must learn to respond to the reading and reading should be controlled by some kind of motivation to get the reader involved in reading and reinforcement to strengthen the sense of meaning.

5) “Reading is development task”: By terming reading as a ‘development task’ he wants to say that there must be a sort of readiness in the learner for reading activity because reading is a task and the reader should be given the necessary skills to undergo that task in order to grow and develop reading skill in him.

6) “Reading can be an interest”: By considering reading to be ‘an interest’, he means that the teacher should promote a kind of interest in his learners for practising reading so that a successful comprehension of that text could be achieved.

7) “Reading is a learning process”: By describing reading as ‘a learning process’, he considers reading is a medium of learning as it helps in acquiring knowledge and developing the reader socially and intellectually.

8) “Reading is communication”: By terming reading as ‘communication’, he considers reading as an active process of communication where there is a communication between a reader and a writer. This communication can be a successful only if the reader makes meaning from the printed page.

Huey, E. B., (1972), said, "Reading is an intellectual process in which the reader learns and practices accuracy of thought, good judgement and a feeling of values."

Of these a, b and c are relatively easy; the others, sometimes known as the higher order comprehension skills, the reader is trained in, will no doubt depend on the kind of text read but it is important, while devising a reading programme, to include as wide a variety of reading texts as possible so that the reader is trained in a wide range of comprehension skills."

Klausmeier, H. J., et. al, (1974), have rightly pointed out that reading should bear the same relationship to experiences or events that a map bears to the territory which it is supposed to represent. Jack A. Holmes, et. al, as cited in Robeck, M. C. and Wilson, J. A. R., (1974), sorted out the significant elements in normal reading analysis. The definition, which evolved from their work, reflects the complexity of the process of reading. Reading can be described as audio-visual mental or visual processing activity of a written content. Levin, H., (1975), define reading as "a higher order perceptual process." Smith, Frank, (1978), defines reading as making sense of the written language. Reading has been described by Foss, D. J. and Hakes, D. T., (1978), as an associative reasoning process that includes the mechanics of recognizing the symbols and the evocation of associations, in weaving together what the reader recreates and in understanding the ideas or information that the writer conveys. According to Mackey, R. B. and Jordan, R. R., (1979), "Reading, like Listening, is a receptive skill. Like listening, reading involves the use of incomplete data input in predicting and anticipating what probably follows what the receiver has not yet heard or seen. Input is phonetic for the listener and graphic for the reader, but for the good reader there seems to be no intermediate phonological level of processing." Gibson, E. J. and Mitchell, D. C., (1982), defines reading as "the ability to make sense of written or printed symbols." Widdowson, H. G., (1985), defined reading as "the process of getting linguistic information via print." Bernhardt, E., (1991), considers reading as "an intrapersonal problem-solving task that takes place within the brain's knowledge structures." Kapelski, D. L., (1991), notes that reading is the reconstruction of the event behind the symbols. According to Urquhart, A. H. and

Weir, C. J., (1998), define reading as “a matter of interaction” According to them, “as readers evaluate writers, so do writers envisage readers.” Nuttall, C., E., (2002), defined reading as extraction of meaning from written messages. According to Gibson, S. A., (2007), reading behavior is receiving communication, making discriminative responses to graphic symbols and decoding graphic symbols to speech.

These definitions which have been produced by major scholars reflect the importance they attached to reading as a crucial skill in human society. Discussing the importance and role of reading in human life and society will be the subject of the following chapter.

# Importance of Reading Skill

Reading is an important activity in life. It occupies a pivotal position in shaping the intellectual fate of the societies and individuals. It is a crucial factor for effective participation in the society and its various activities. Due to the importance of reading, the first revelation of the holy Quran ordered human beings to read. The holy Quran says, "Read: in the name of Allah Who created * Created man from a clot * Read: And Allah is the Most Gracious * Who taught man by the pen * Taught man that which he knew not." Thus, in its simple Quranic meaning, reading is the activity that enables man to know God; the Almighty. In its broad meaning, reading is the activity that educates man and disciplines him by making him self-calculous person who avoids whatever distances him from his true humanity. Emphasizing the importance of reading, the prophet Mohammed, pbuh and his progeny, also said, "record knowledge in writing." This means that he advised people to write and maintain a reading-bulk of knowledge so that everyone, throughout history, can read it and benefit from it. Hence, the first revelation of the holy Quran and the advice of the prophet Mohammed, pbuh and his progeny, expressed the importance of reading and considered it a source of acquiring knowledge. This reflects the importance of reading in the life of human beings. The above Quranic revelation urged the prophet Mohammed; pbuh and his progeny, to read as reading makes human being acquainted with the Creator, the nature of the creature and the reason behind existence. Reading is essential for man to be truly a holder of useful knowledge that benefits him in this world and in the hereafter. Human beings, throughout history, realized the importance of reading because they realized that they can't be true human beings without reading. Writing about the intellectual dimensions of reading activity, Stevenson, H. W., (1997), states, "Reading takes us out of our country and ourselves. Reading is a process, which helps one to understand the world."

Reading is one of the four language skills; listening, speaking, reading, writing. However, reading is one of the real manifestations of literacy and rich intellect and experience. Therefore, it is one of the two key-aspects of literacy; reading and

writing. Reading occupies a special place in the complexity of language skills as it enables the reader to come across the written products of the intellects and scientific treasures of the world and extract intellectual and scientific benefits from them. It plays an important role in developing the potentialities of various skills.

Reading is the most important activity in which every human being should be engaged throughout his life. It important to remember that no intellectual growth or scientific development of human intellect can be achieved without practicing intensive reading activity. What makes a human being different from animals is reading. Without the ability to read well, a person remains intellectually poor and his intellectual level will be almost near to that of animals if not similar to it. In other words, a person who does not read is not at all better than animals. He is an animal whose main concern is his stomach and reproduction activities and whosoever concerns were only confined to these two things; stomach-filling and reproduction activity, his actual value is not better than the urine and poo that come out of him!

Scientific, intellectual and even educational defects result, mostly, from the absence of intensive, effective and scientific reading skill. If a student is poor in reading skill, it gets reflected in his academic achievement, intellect and personality, as well. Reading skill is an important instrument for academic success and excellence. In fact, the extent of practicing and benefiting from reading determines the final academic achievement of students and the absence of reading gets reflected in the condition and standard of education in general and the intellectual poverty of the society in particular.

Reading enables the learner to learn about new things written in different languages and on variety of subjects. It can be said that reading imparts wisdom to human race. The great ideas derived from reading will, definitely, help readers in various aspects of life. Hence, reading plays a significant role in one's life. Despite the fact that many people are now busy with their 'little screens' through which they joke, gossip and, effectively, shape their mental stupidity and intellectual shallowness, however, reading for the sake of acquiring knowledge still reigns supreme in the intellectual circles.

Citizens of the truly civilized societies must be good readers to be full human beings and successful in life. That is why Bacon, Francis, (1876), said, "Reading makes a full man…" Reading teaches human beings what they were not knowing, increases human beings' knowledge and experience and makes them intellectually rich. It is the skill that broadens intellectual horizons. Without an effective reading caliber, a human being remains, intellectually, poor and, mentally, bankrupt because reading is the cornerstone on which the edifice of the mental richness of the learner is built. Reading is the cornerstone for learner's success in education and his intellectual richness as he grows. In the absence of reading, no education is possible. It is the producer of intellectual richness, the channel which widens the intellect and the source which expands information.

The importance of reading manifests itself in the fact that the ability to read, critically and analytically, rearranges the very organization of the human intellect, enriches it, expands the ways a human being can think and consequently develops the intellectual contents of the human intellect and its critical faculty. Through reading, the learner learns to understand different contents of human intellects and becomes capable of analyzing them scientifically and evaluating them critically.

Reading is not just a skill of acquiring general or specialized knowledge, but also it is a component of varied types of specific skills that crown human intellect with richness. In fact, the pivot of intellectual richness is comprehending, chewing and digesting the material read by the reader. A good reader has better skills for interpreting, comprehending, understanding, analyzing, reacting to what he is reading and learning from what he reads. Therefore, people should 'addict' reading as it has many benefits for them. It loads them with knowledge, shapes their scientific temperament and keeps them abreast of the latest developments in the field of science and technology.

It is an essential skill that learners use for learning subjects of the curriculum. In a modern economy, reading is an essential way to connect with the world around and one of the prerequisites for leading a successful life. As far as adults are concerned, reading is a main tool that enables them to learn and do their jobs. As far as

children are concerned, reading opens the stores of knowledge to the learner and gives them a great pleasure. Therefore, students should read throughout the day because the importance of reading springs from the fact that it enriches thinking and shapes a richer personality. According to DeBoer, John and Dallmann, M., (1960), "….considered in its broader sense it (reading) affects the entire personality. The world of people and events encountered on the printed page may shape a reader's attitude toward his fellows, toward school, toward parents and toward life in general. It may heighten his appreciation of the physical world about him or give him a sense of excitement about the future…." Therefore, reading activity should be an integral part of the life of the young generations as it shapes their personality, guides them, introduces the world to them, enables them to be familiar with it and helps them to benefit themselves from its accumulated knowledge and experience. N.C.E.R.T., (1966), aptly says, "Learning to read becomes another chance to find out for himself instead of being told to use his own good head and feel grown-up." The ability to read, plays an important role not only in an individual's 'quest for self-actualization', but also in his quest for academic excellence and intellectual richness. If the learner fails in reading, his whole educational process will not go well. In other words, failure to develop appropriate reading skills at the beginning stage of education often impairs the learner's reading ability in the target language almost permanently and therefore he becomes educationally failure. Smith, H. P. and Dechant, B. V., (1964), say, "Experience has taught us that those who fail in school usually have failed first in reading." Failure in reading is behind almost all problems that face the new generations. In this regard, we may fully agree with Keppel, Francis, (1964), who says, "Every examination of the problem of our school, of poverty; every question raised by troubled parents about our school, every learning disorder seems to show some association with reading difficulty." Therefore, the role of reading in school-learning must be emphasized as it activates many types of activities such as thinking, evaluating, judging, imagining, reasoning and problem solving.

Reading program in schools should enable learners to cultivate the whole array of activities which are involved in reading in order

to produce intellectually rich generations. Young children must be made to read and make reading as an activity which has a continuous appeal for them. If a learner realizes the importance of reading in the learning program, he will exert all efforts and be able to learn and practice the language, independently, even without any external support or guidance from the educational system.

As reading is a skill that gives learners an opportunity of independent and autonomous learning, it should be treated as a continuous educational activity that develops intellectual maturity and urges the learners to have more reading. In the words of Doris, W. Gilbert, (1956), reading is "a continuous process with each new level of maturity, making more rigorous demands." In this way reading will go beyond the mere process of eradicating literacy. A person may be good at listening and speaking skills, but only continuous reading is the deciding factor of the extent of his true literacy and intellectual richness. In the process of continuous reading and extracting the maximum benefit from reading activities, the reader gets involved in many intellectual activities that upgrade his intellectual achievement and improve his experience.

If learners form the habit of reading and adhere to practicing it, it will prove to be of a great asset and value in their future. They will gain a broader and deeper understanding of life and get lot of information and knowledge from wide range of reading. The student, who does not have reading skill in English language, finds it difficult to refer to references in English language and the students who doesn't have writing skill in English language finds it difficult to contribute to the internationally accessible intellectual and scientific material. Thus, comprehending written English language and writing through it intelligibly are important factors which determine the ability of the learner to have access to material in English language, share his thoughts with the world, get overseas employment opportunities and benefit his society and the world as a whole while he is in his own country. Highlighting the importance of reading and its international dimensions, French, F. G., (1963), says, "anyone who can read English can keep in touch with the whole world without leaving his own home."

Reading does not only have an educational value, but also a recreational value. It is an enjoyable activity. It is not merely useful in acquiring knowledge, but it can be of an immense source of entertainment as it may be a source of portraying the society, providing illuminating records of human life and human experience throughout history and taking the reader, imaginatively, to different lands and various levels of thoughts. Whoever reads for knowledge, pleasure or inspiration will have positive impact on himself and the society as a whole. Therefore, reading activities should be thoughtful, critical and a resource of enjoyment, knowledge and truth. Hafner, Lawrence, E., (1967), aptly notes, "In our day men read to be informed, entertained, enlightened, stimulated and comforted. But to attain this fifth great age - the Space Age - it is necessary to process much information through reading, and to enrich one's understanding and enjoyment of similar topics the reading material is the hub." We fully agree with N.C.E.R.T., (1966), statement which goes, "Reading must be a thoughtful process. It must make the child want to read all his life for enjoyment and for information. He should think of reading as one of several ways of seeking the truth, of gaining a broader and deeper look at life than he is able to now." Every person should familiarize himself with reading, keep in touch with the bulk of knowledge ingrained in it, expand his intellectual richness through it and drink deep from its fountain.

Reading ought to be part and parcel of the educational strategy of every progressive society as it is essential to its existence and communication with other societies. According to Moyle, D., (1968), "Reading should always be considered as part of the total scheme of language arts in which almost all our communication is based." Reading is so important that if reading material is available, human beings can re-start itself and reinitiate a fresh life even if what they possessed of achievement has been completely demolished or annihilated. DeBoer, John and Dallmann, M., (1960), have rightly said, "If all the inventions of a hundred years were destroyed and only books were left, man could still be man, in the sense intended by the idealists, the poets, the great creators." Thus, it is through reading that people can regenerate their

intellectual activity, restart their life and restore their lost culture and assets.

Moreover, the culture of reading is important for the society as it resets the social order and organization. DeBoer, John and Dallmann, M., (1960), emphasize the importance of reading to the society by saying, "Reading, one of the major avenues of communication, is essential to the existence of our complex system of social arrangements." Reading contributes in developing rational attitude, clear understanding and sense of coexistence among various social groups. It connects generations in a way that is not limited by distance or time, but transcends both of them. Gray, W. S. and Rogers, Betrice, (1950), rightly point out, "Printed materials can be examined and restudied time and again at the reader's convenience in acquiring clear understandings in developing rational attitudes, and in reaching sound conclusions."

As we are living in information-age, reading is important for whoever wants to acquire knowledge. The advancing world is full of knowledge which is, continuously, updated. To be acquainted with that updated knowledge, which is increasing day-by-day, reading skill in English language is essential. In other words, in order to go through the knowledge which is available in English language and drink deep from its stream, learners should master reading comprehension in English language because through reading, the learner reaches to the vast bulk of knowledge accumulated in different branches of studies. Hence, reading has an important educational goal and value. It is the skill which is associated with the academic achievement as it opens a new world and opportunities for, both, children and adults and enables them to gain new knowledge, enjoy literature and perform everyday tasks that are part and parcel of modern life. It is an important skill that provides for language experience and makes language potentialities within the learner soar to the heights of excellence in expression and communication. It opens new avenues of linguistic knowledge, enriches one's linguistic abilities and supplements them, as well. It means that reading activity consolidates learner's skill in many other aspects of the target language. Fedyk, C., (2006), comments that reading, whether oral or silent, facilitates the knowledge of deep and surface structure of the target language which in turn will

develop the students' confidence when reading, speaking and writing in the target language. In this regard, reading is valued even more than writing because reading improves writing skill. Foggart, J., (1993), in Tribble, C., (1996), states, "it is desirable that the majority should read in the way they can be given instructions and can be educated into a particular ideology; writing on the other hand, assumes the giving of instructions and the formation of views about society." Therefore, of all the skills, reading is the skill that is, extensively, recommended in the field of learning and it assumes a pride of place in the teaching of English as a foreign language. In fact, other skills in a foreign language can never be developed, properly, without a sound exposure to extensive and intensive reading activities. It is a fact that the children who have less reading exposure will have problem with their communicative skills and intellectual potentialities and these two factors will affect their proper linguistic development which will, on its turn, affect their influential personality. Hence, reading is a crucial skill for the learner of English as a foreign language as it is the main, and rather the only, source of learning English language and the wide gateway for learning and developing other skills of the language. In fact, reading has a great importance where English is both, a foreign language and a library language.

If the educational system wants quality education, it has to make learners efficient readers because in an academic context, learners need to be able to study reading passages, efficiently, extract literal and inferential meaning, get along with the meaning of the text and, critically, evaluate that meaning. Jean, Edwards, (2006), was right when he said that learning to read is at the heart of primary learning.

In foreign language learning situation, reading should be practiced on a daily basis so that the brain gets stocked with authentic language material and the memory gets refreshed with the knowledge of the various aspects of the target language. The ability to read plays an important role in the life of learners and therefore a considerable amount of the learners' time must be invested to cultivate in them the habit of reading as it will enable them to master the language, acquire knowledge and enrich their intellects and thinking. In this regard, learners should be taught how to

activate and use what they know to understand unknown things whether they are language-related matters or general knowledge. The learner should be encouraged to read and then make out his findings from the text. This would promote the skill of inference, anticipation, deduction, evaluation, analysis, criticism and deriving out conclusions.

It is important to remember that in every context where English is a foreign language, it will continue to be a library language for a long time and therefore students, in higher education, have to go through reference-books, textbooks, journals and other material in English language so as to get updated knowledge. Possessing reading comprehension skill in English language is indispensable. It is advantageous since as it opens many doors of opportunities for acquiring updated knowledge and accomplishing compact researches, leads to the access to relevant literature, helps to get better jobs and paves the way for the people to pursue higher education that enables them to expand their knowledge, come into contact with different cultures, get acquainted with them and exchange benefits with them. It is essential that university students, specially, those whose fields of study are taught through the medium of English language, should be able to use reading materials in English language because a vast amount of scientific and technological knowledge has come out in the form of books, periodicals, journals and manuals which are mostly available in English language and it would take much time to get all the modern technological knowledge translated into the mother tongue of the students. For example, some universities and colleges in Arabic speaking societies have taken a brave initiative and started teaching even medicine, engineering and other branches of science through the medium of Arabic language. It is true that it may take time to Arabicize the newly produced knowledge in the field of science, engineering and medicine, but distinct graduates can, later on, translate such material into Arabic language. It means that those societies have Arabicized their educational system and they will definitely reap the fruits of this Arabicization. As far as the status of English language as a medium of instruction is concerned, there have been a lot of controversy regarding the medium of instruction at the higher level. I have dealt with this

issue, elaborately, in other works. However, it can be said that there is no dispute that the mother tongue is the best medium of instruction up to the highest level of education and the international educational circles admit this fact and therefore it should be the medium of acquiring knowledge. We all should agree that the mother-tongue has a pre-eminent claim as the medium of instruction in education, therefore, the medium of instruction at schools and higher educational institutions should generally be the same. Many educators and authorities of language planning believed, and UNESCO also recommended, that a child, psychologically, socially and educationally, feels more comfortable while learning through his mother tongue. It is important to remember that China, technologically and scientifically, defeated and surpassed Britain and a country like India which treated English language like a national heritage. China will soon surpass even USA through a type of education that uses the Chinese medium of instruction and if China now is pursuing a process of teaching its people English language, it is not for academic purposes, but for marketing its goods, communicating with the world, disseminating its influence and getting ready for the expected confrontation with its adversaries! This indicates that the mother-tongue is the best medium of education. Every sound and free intellect should be in favor of the mother-tongue as a medium of instruction at all levels of education. If rulers are sane and not mentally colonized or retarded, they should exert all efforts to achieve this end. English language should be learned so as to master reading comprehension, enable students to use it as a library language, keep in touch with the living stream of ever-growing knowledge and remain connected with the rest of the world through this important international language. Thus, the skill of comprehending English material and writing correctly are indispensable for every student and researcher who are pursuing higher studies because English language plays a vital role in further study of any subject whether it is an academic, technical or professional.

The demand for mastering the skill of reading in English as a foreign language greatly increased because the economic and technological development over the past decades has placed greater

demands on people to become literate in a foreign language and in most of the cases that foreign language is no other language, but English. Therefore, it is an important educational responsibility to offer every student the opportunity to master reading in English language so that he may be able to access information and possess the ability to compete academically, economically and professionally at international levels. In fact, each and every career of life whether it was personal or social career demands a continuous effort of developing reading skill in order to upgrade itself and achieve not only excellence, but also international reach.

Due to the importance of reading, educational authorities, syllabus designers and teachers in situation where English is taught as a foreign language, must be acquainted with reading theories so that they may be able to understand reading skill better, design suitable courses, devise a suitable teaching method and accomplish the task of making learners good readers.

# Reading: History of Perspectives and Theories

Studies about reading have a deep history. According to Samuels, J. S. and Kamil, M. L., (1988), researches in the field of reading has been going on since 1879. Those studies were, for a considerable time, the domain of reading-experts only. Some linguists, wrongly, considered that written-language; reading material, is only a manifestation of speech. It means that they made reading a direct product of speech. Consequently, the primary object of study was speech whereas the written language was considered to be something secondary. When linguists turned their attention to reading skill and handled its issues through various ways, they found that the activity of reading engaged people who had learnt to read and therefore learning the skill of reading was considered, by the linguists, to be an independent activity. Thus, the conscious interest in the activity of studying the skill of reading in itself is of recent origin. The first important description of reading was given by Thorndike, E. L. (1917), who put forward the view that 'reading was reasoning'; thought-getting process. This description appeared in Thorndike's report of his study of the mistakes made by learners while they were answering some questions on a paragraph for comprehension. Both, the conclusion that Thorndike had reached to and the approach that he had developed about reading activity influenced researchers who were possessing a background knowledge of psychology because Thorndike himself was, basically, a psychologist. In 1917, Thorndike, E. L., differentiated between, simply, saying the words to oneself while reading and understanding the reading material as a problem-solving process. According to Thorndike, E. L., (1917a), "Understanding a paragraph is like solving a problem in mathematics. It consists in selecting the right elements of the situation and putting them together in the right relation, and also with the right amount of weight or influence or force for each. The mind is assailed as it were by every word in the paragraph. It must select, repress, soften, emphasize, complete and organize, all under the influence of the right mental set or purpose or demand."

Getting influenced by the works of Nila, Banton, Smith, (1961); the proponent of 'Language Experience' and 'Whole Word' approaches to reading, about reading, Dechant, Emerald, V., (1969), has outlined the development of reading from 1910 to 1960. During the year 1910-1920, there was a great emphasis on the physiology of reading and oral reading. During that time, reading was considered as a thinking process that involves complex skills and sub-skills.

During 1920's to 1930's, the emphasis shifted, remarkably, from oral reading to silent reading and comprehension. Reading was considered to be a complex process as it involves higher mental activity in which many skills and multi-dimensional aspects of thinking are also involved, but their quantum differs from a person to another. Individual differences and remedial reading also achieved some attention from researchers. Moreover, psychological testing, statistical and experimental methods appeared and started analyzing reader's behavior during the process of reading. During the second world war, the concept of reading readiness, reading material, remedial reading and its suitability and reading in the content areas started receiving more attention during the 1930s to 1940s. Attention was also directed to the reading material and its suitability to learners. Consequently, a lot of reading material and supplementary reading were produced.

On the basis of the approach suggested by Thorndike's approach and insights, a new body of knowledge related to the activity of reading skill was evolved. Davis, F. B., (1941), was one of the first specialist, in the field of reading skill, to adopt Thorndike's approach and insights and later on, he became its leading proponent. Discussing Davis' work Carroll, J. B., (1972), says that after listing several reading comprehension skills, Davis, F. B. (1941), grouped them into nine 'testable skills' which he, later, confirmed in an analytical study. Out of these skills, five skills have now been regarded as distinct and these have appeared in various forms in later studies. They are:

(i) Remembering word meanings,
(ii) Following the structure of a passage,
(iii) Finding answers to questions answered explicitly or in paraphrase,

(iv) Recognizing a writer's purpose, attitude, tone, and mood, and

(v) Drawing inferences from the content.

The trend that confines reading activity to a thought-getting process was not accepted by some scholars. For example, Gates, A. I., (1949), argued that considering reading as merely a 'thought-getting process' was giving it a restricted description that does not suit it. He says, "It should be developed as a complex organization of patterns of higher mental processes. It can and should embrace all types of thinking, evaluating, imagining, reasoning, and problem solving". Guilford, J. P., (1960), on his part, put forward the view that reading itself is a confluence of convergent and divergent thinking process. Russel, D. H., (1960), and Stauffer, R. G., (1965), seem to have incorporated Gates' as well as Guilford's views. They linked the psychological analysis of the process of thinking, directly, to reading. They, both, favored the view that reading activity involved associative, convergent, divergent and creative thinking process as well as problem-solving skills. This approach to reading skill attempted to describe the process of reading by skills that are considered to be essential requisites to reading skill itself.

In the early years of the 1950's and onward, the concept of teaching of reading in the content areas received much more attention. Researchers tried to find distinct skills of reading such as those found by Spearritt, D., (1972), and Peters, C. W., (1967). They studied various aspects of reading and consequently studies started pouring in so as to produce a scientific approach to reading comprehension. They developed a model of reading that explains the process taking place from the moment the reader sets his eyes on a text to the moment he succeeds in comprehending the message. They focused on different aspects of the problems of reading-comprehension and tried to find out solutions for those problems. They seem to have returned to the old assumption that links the quality of the reading outcome to the quality of thinking. They linked the quality of reading outcome to the quality of thinking. According to De Boer, John, J., and Dallmann, M., (1960), "good reading requires good thinking."

Many studies have been conducted in the field of reading skill. Students' shortcomings in reading skill in the target language learning were realized and many conclusions have been produced. Consequently, educational planners started searching for solutions to those shortcomings. Schools of language learning theories established themselves and started producing their assumptions and theories. The two main approaches to language learning were the Behaviorist Approach and the Cognitive Approach to language learning. The nature of reading and how people learn to process textual information has been studied and examined by behavioral and cognitive scientists. It was based on Thorndike's stimulus-response principle. It considers that learning takes place as a result of stimuli and responses that are crowned by rewards in order to achieve reinforcement.

Psychologists have studied reading skills for two reasons: The first reason was instigated by curiosity because reading has always represented an intellectual challenge that needs probing to know how a person makes sense of the printed text. The second reason was a more practical one; to discover 'what' is learned and 'how' learning is accomplished when the reader reads a text. Thus, understanding reading process required a close analysis and a constant search for insights to infer the working of the writer's mind while reading. The process of analyzing the 'what/how' of reading is a complex process and hence it is a challenging task. Huey, Edmund, B., (1972), observes that to conduct an exhaustive analyze of what readers do when they read, would almost be the psychologist's task because it is important to describe many of the most intricate working activities of the human mind. Various approaches that handle learning in general and reading in particular emerged. The two main approaches to language learning; the Behaviorist Approach and the Cognitive Approach may be further explained as follows:

**Behavioral Perspective**

In 1950's, language teaching/learning theorists and researchers were influenced by Skinner's behaviorist theory of language learning. The theory advocated that language learning is a matter of habit formation of an observable behavior. It claimed

that human learning can be explained by examining the stimuli, reinforcer and punishment or reward that is experienced by a person. Learning was characterized as a 'response system that human learns through automatic conditioning process' where 'some patterns of language are reinforced and others are not'. 'Only those patterns reinforced by the community of language users will persist.' It means that if a learner is learning a target language, he is supposed to develop the correct habits of the target language and make them persistent.

According to behaviorists, along with other basic principles such as generalization and discrimination, reinforcement and punishment, can explain even the most advanced types of human learning and reading is no exception to this. In other words, the behaviorists came with the view that all learning, whether verbal or non-verbal, are behaviors that are brought about by the repeated association of a 'stimulus with a response' and reading activity is no exception to this.

As far as reading is concerned, the behaviorists treated it as a process of word-recognition and a response to the stimuli of the printed-word. They focused on reading as a perceptual activity that includes the process of identifying visual signals, transforming those signals into sounds, assembling those sounds into words, phrases and sentences and then extracting the meaning from them. The behaviorist viewed reading as a passive activity that needs external motivation and it is affected by reinforcement and the readers' realizing of the association between written words and correct pronunciation or speech that comes as a result of practice, drilling, reinforcement and linking the written or spoken words to their meaning. Therefore, the researchers and teachers who followed the behaviorist views considered reading as just a passive skill that could be broken down into component of sub-skills through decoding the written or printed words. In this process, readers need the ability to recognize and distinguish between different letters and know the correct pronunciation. Based on behaviorist views, the process and skills involved in the activity of reading are broken down into their constituent parts and sub-skills which are practiced and reinforced in a systematic and orderly way during classroom reading-instruction. Beginner readers acquire a

set of, hierarchically, ordered sub-skills of reading that contribute to build comprehension ability. Once these skills have been developed and mastered, the readers are considered as capable of comprehending what they read.

The behaviorist tradition dominated educational thinking for many decades, but many circles did not accept the behaviorist's views about reading because they considered that they did little to explain as what is going within the mind of the reader that enables him to make sense of the text and then comprehend it. Though the behaviorist's perspective had a significant impact on reading theories in the early years, it was discredited in the mid of 1960s, as there were movements against the principles of Skinnerian behaviorism and the conceptualization of reading activity as demonstrated in the way of animals' learning in a lab. These movements, represented by the cognitive views rejected the idea that the reader as mere a passive decoder and they claimed that the behaviorists gave little or no value to the reader's previous knowledge, experience with the subject-matter or the structure of the text which he reads. The general opposition to behaviorist views about reading was further hastened by the studies, in the wake of the advances and discoveries in the fields of neurology and artificial intelligence, about internal mental structures and its role in the processes of learning in general and reading in particular. They turned the attention back to inside the human mind and moved away from the lab-like environment which has been built up by the behaviorists to study human learning. Consequently, there was an increasing tendency to adopt the cognitive views about language learning and general and reading skill in particular.

**Cognitive Perspective**

As we have seen earlier what the holy Quran has said about the endowment of human beings with innate ability to acquire/learn languages and create new languages and the active, constructive and creative of human mind. The Cognitive or Nativist views about the innate ability of human child to acquire a language is nothing, but a Quranic point of view which have been revealed before almost fifteen centuries, but the cognitivists kidnapped the centuries-old concept and claimed to be its proponents. The

emerging cognitive views spoke about the mind's innate and unique faculty for language acquiring/learning. It gave its explanation to how human beings acquired first language by emphasizing the importance of mental processes in language learning. Their view, though they were not new, had a tremendous impact in the field of language teaching.

Noam Chomsky's Cognitive view gained popularity during 1960s and1970s and the psychologists started favoring the cognitive approach than the behavioral approach to language learning. Putting a Quranic concept in his own language, Noam Chomsky, children are, naturally, endowed with the ability to acquire language and the transformation and generative power of new ideas in the mind of the speaker or the reader that leads to the formation of novel sentences. The early cognitivism wanted to discover the detailed mental reality behind the process of acquiring/learning. It came up with the view that human mind is active, constructive and creative and not just passive or repetitive during the activity of learning as claimed by the behaviorist views.

As far as reading skill is concerned, the traditional and behaviorist views assume a passive reader who has mastered a large number of sub-skills and he, automatically, repetitively or routinely, applied them to all texts whereas the cognitive view ascribes more credibility to reading strategies and styles. Thus, the cognitive views of reading activity present a different view of the reader. It assumes that the reader is an active person who receives and uses flexible strategies and styles to foster, monitor, regulate and maintain understanding by constructing meaning through the integration of the already existing knowledge with new knowledge which he receives from the material he reads. It means that the knowledge, that reader brings to the text, is of great importance as it contributes in comprehending the text itself. Thus, reading is not just a process of passive extracting meaning from the written text, but also a process of connecting information nursed in the text with that knowledge and experience which the reader brings with him to the activity of reading. Reading, in this sense, becomes a comprehensive dialogue between the reader, his previous knowledge and past experience and the written text itself. It is a cognitive process in which the reader's background knowledge and

experience play an important role in the creation of the meaning out of the text.

Gradually, reading started to be viewed more than mere a process of a passive recognition of the text, a habit formation, a stimulus, a response or a reinforcement as claimed by the behaviorist and traditional views. It was no more considered as mere ability to pronounce and understand words. It gave more importance to the mental structure of the reader and his experience which interfere to know the content of the text. In other words, the cognitive views of reading consider that the major part of the meaning of words, actually, resides within the reader's mind. It evokes a kind of an internal image or a concept about the meaning of the text with which the reader interacts to arrive at a complete meaning that is contained in it. This means that reading activity, in the words of Smith, Henry, P. and Dechant, Emerald, V., (1961), "is the bringing of meaning to rather than the gaining of meaning from the printed page." In this way, reading process became more complicated because many factors are involved in it. Hildreth, Gertrude, (1958), summarizes the whole process of reading by saying, "Reading requires inferences, weighing the relative importance of ideas and meanings, and seeing the relationship among them; it is a process of forming tentative judgments, then verifying and checking guesses. To solve the problems in a passage the reader must be continuously in an alert, anticipatory frame of mind, suspending judgment, correcting and confirming his guesses as he goes along."

The concept of background knowledge and previous experience which are stored in the mental-structure of the reader started gaining further popularity and their role in comprehending the reading-material was more emphasized by Kant, Immanuel, (1963), who feels that new information, concepts or ideas which are extracted from the printed text can give some meaning only if they are related to what the individual already knows and stores in his mental-structure. Consequently, models of reading that focus on the background-knowledge and experience of the reader came to be known as 'Schema- theoretic models'; what is called schema; the knowledge which has been referred to, in its own way, by the holy Quran fifteen centuries ago when it told us that the prophet Adam;

ﷺ, was given the fundamental knowledge of 'names' which I call it 'the creative foundational-knowledge' that established the innate ability of human beings to acquire, learn and coin languages and develop the concept they nurse. Without these potential skills, 'the creative foundational-knowledge' and human intellect would have not operated at all. It may be similar, to some extent, to that foundational-knowledge which is given to the 'police-dog' during training so that to make the dog understand instructions and orders and then respond to them accordingly, but it differs from it by the fact that human beings possess an innate creativity that enables them to create new concepts and languages. Hence, without that 'creative foundational-knowledge' which was given to Adam; ﷺ, teaching of religion, other knowledge or skill would have not been possible. Based on the 'creative foundational-knowledge', learning would be a conceptual-driven, a data-driven and an interactive process that learns and creates new sources of learning.

Theorization about the process of reading could not stop at the borders of behavioral and cognitive views. It indulged in examining reading itself; its purposes, strategies, processes, skills and sub-skills. This gave thinkers, researchers and teachers further understanding about reading. Therefore, it would not be out of place here to give short discussions about reading purposes, strategies, processes, skills and sub-skills.

# Reading: Purposes, Strategies, Processes, Skills and Sub-Skills

## Reading: Purposes

Developing reading skills has a long-term purpose and reading at any age should be done with a purpose and aim. Reading is so crucial to human education. To neglect reading means neglecting education as a whole. The main purpose behind teaching reading in English in foreign language context is academic; The use of English as a library language, and to some extent it may possess communicative purposes for those who require it in international trade, politics, etc. Fostered reading skill facilitates the use of English language as a library language. In this regard, the immediate concern is to enable learners to study academic materials on their own and understand them because at higher levels of education, they need to rely on academic references to update their knowledge in their specialization and these references are mostly available in English language. For learners of English as a foreign language, as Carrel, P. L., (1988b), says, "reading is by far the most important of the four skills ..." Hence, English language should be taught in schools, primarily, as a language of comprehension so as to prepare learners who go to higher education to refer to English references and increase their knowledge. In foreign language context, any attempt to run after learning all the four basic language skills; namely, listening, speaking, reading and writing, simultaneously, is an attempt to reach the unreachable mirage. It is important to remember that the reachable skill that can be learned and fostered in foreign language learning situation is reading skill from which other skills also can spring and develop and the most important among them is writing skill as we will discuss it later on. The teacher should remember that the purpose of reading may include one or all the followings:

a) Reading to get the main and important idea of the text,
b) Reading to get details of the text,
c) Reading to answer specific questions in the mind,

d) Reading to trace the logical sequence and development of the idea presented in the text, and,
e) Reading to evaluate the text.

Teacher should remember that reading is neither something that occurs incidentally nor is it an instinct that, automatically, takes place or shapes itself under certain drives. In a context where English is a foreign language, the only viable objective for the large majority of students is reading with comprehension. In other words, the main purpose of teaching reading should be to make students effective readers so as to enable them to master their chosen subject of study and thereby become experts in their respective fields. In context where English is a foreign language, reading is a prime necessity and the only outlet for practicing a skill of the language, individually, through school courses and self-access material. Therefore, reading with comprehension should be the topmost priority in a situation where English is a foreign language subject at school and a library language at high education. In this regard, reading is a meaningful, purposeful and rational activity. It does not always mean understanding everything and every word of the text. Understanding of the text depends upon the purpose and the intentions behind reading and in most of the cases it is understanding. Reading has different purposes. Understanding the text is the purpose behind reading and reading occurs only when the reader understands the text. The purposes of reading play a very significant role in determining the level of comprehension. The most important purposes for which a FL learner wants to read are, reading for meaning, reading for information and reading for pleasure.

**Reading: Strategies**

Developing suitable strategies for optimum reading comprehension is a very important requirement. Reading strategies can be defined as plans for solving problems encountered in the process of the constructing the meaning of the text. They are the set of mental techniques which are employed by the reader to understand, store and retrieve the information he gains from reading a text. They help the reader to comprehend the textual content. Oxford, Rebecca, L., (1990), points out two reasons for the

importance of strategy in learning in general. The first is that strategy is a tool for self-study, especially for improving communicative ability. The second is that learners who use appropriate learning strategies are more confident and efficient in learning process. Nunan, D., (1990), claims that whatever the definition of reading may be, one thing seems important to bear in mind; that it is not an invariant skill. It means that whenever a person reads any text, he uses different types of reading strategies.

Several researchers like Anderson, A. and Lynch, T., (1982), and Oxford, Rebecca, L., (1990), have attempted to identify and classify reading strategies; comprehension strategies, which are used by readers in various contexts. These strategies do not develop, naturally, but they require a great deal of practice, particularly, in FL context. Achieving the best reading strategies requires that the reader possesses sub-skills of reading to help him to, consciously, select and, effectively, use the most appropriate strategy suitable for any reading task.

To possess the best strategy of reading in foreign language, learners must possess reading strategies in his own mother-tongue, adjust and apply them in foreign language learning context so as to obtain the best level of comprehension of what he reads in the target language. It means that reading skill in a foreign language can't be cultivated in the absence of a proper foundation of reading skill in the mother-tongue. Developing reading strategies in the mother-tongue helps a lot in developing in the foreign language, too. Learners with good reading strategies in their mother-tongue will be able to transfer those strategies to their use of the foreign language and those who are poor readers in their own mother tongue will continue to be poor readers in the foreign language, too. In other words, if the learner has learned to be a comprehension-monitoring reader in his own mother-tongue, he will, likely, be a comprehension-monitoring reader in the foreign language. Hence, early development of reading strategies in the mother-tongue is crucial to transform them to reading habits in the target language because learners' motivation to read in the mother-tongue will contribute to shape their motivation to read in the target language.

The use of reading strategies varies from one learner to another and it is these individual differences in the use of reading

strategies that result in different levels of reading comprehension. A learner might lack the strategy required for that learning situation or he may have the required strategy, but might be unaware of the way in which it could be used effectively. Thus, the emphasis should be on making the learner aware of various strategies of reading, how he can resort to them and how he can employ them in order to maximize his reading comprehension. According to Oxford, Rebecca, L., (1990), to comprehend input a reader will have to resort to cognitive, compensation and memory strategies like contextual guessing of word meanings, retrieving word meanings from memory or predicting based on world knowledge or prior knowledge. Compensation strategies in the domain of reading are used to compensate for the deficiency in vocabulary knowledge. Memory strategies in the domain of reading skill are employed to store information that a reader receives from a text. Even though storage is the chief function of memory strategies, they are also used to retrieve information.

Readers should develop reading strategies to optimize the achievement from reading. The teacher can play a crucial role in this regard. The teacher may help them to know ways of developing reading strategies. According to Carrel, P. L., (1985), "Reading strategies can be taught to students and when taught, strategies help improve student performance in tests of comprehension and recall." According to Carson, J. and Leki, I., (1993), the teachers must take up the responsibility of promoting reading habits, skills and strategies among their students by making reading a source of learning the language and learning about the language. We fully agree with Halliday, M. A. K., (1985), who says, "teachers who understand reading is a strategic process establish environments that provide opportunities for children to learn language and learn about language." In this regard, the teacher of English as a foreign language should survey learner's reading behaviors by delving into his past experience which is shaped by various influences and then make him use appropriate reading strategies that give him cognitive clarity which enables him to deal with reading materials appropriately. Field, M. L. and Aebersold, J. A., (1990), say, a teacher should:

a. find out if learners have 'cognitive clarity' about reading. In other words, what perceptions do learners have regarding reading and the importance of reading in the society? And what expectations do they have of a reading class?
b. find out the environment - both home and school- in which the learners spend most of their time. Are the members of the learners' families literate and is reading in either native language or English a part of their daily activities? How advantageous or disadvantageous their home environment, and their past learning exper1ence to the acquisition of reading skills? What method, if they had any previous language learning experience, did the teachers at the school follow while teaching learners language skills in general and reading in particular?

**Reading: Processes**

What is really and precisely meant by 'reading process'? The answer to this question would be the basis for any pedagogic endeavor which is directed at the teaching/learning of reading process. Common people think that reading is a simple and passive process that involves just reading words in a linear fashion and then internalizing their meaning. However, the process of reading is not mere surface deciphering of the meaning of the script. It is not a simple or passive process as it does not function in isolation so that we may call it a passive process. It is actually a very complex process that requires a great effort of active participation of many elements on the part of the reader; the reader, the text, the stored knowledge, the previous experience and the presence of the ability to decipher meaning out of what is being read. It is a process that starts with a linguistic surface representation that has been encoded by a writer and it ends with the meaning that the reader decodes and constructs from the text he reads. Whoever follows a proper reading process in his own mother-tongue, will be able to read, properly, even in the foreign language. Goodman, Kenneth, (1973), was right when he said, "the reading process will be much the same for all languages."

In the process of reading, the reader examines the thoughts that the writer communicated and, possibly, he retrieves and includes also his knowledge and experience to those thoughts.

Hence, many elements are involved in the reading process. Alderson, J. C., (2001), has given three significant elements in the process of reading. 1) Reader 2) Text 3) Interaction. The reader uses the written or printed symbols to guide the process of recalling the stored knowledge and previous experience from memory and subsequently he uses them to reconstruct an acceptable interpretation of the content of the written text which he reads. Reading, which requires interpretation of what is being read, occurs only when the reader is capable of understanding of what he is reading. Hence, reading requires three necessary elements: The first element is a writer of the text; his purpose and intention, how and why he converted his messages into a text. The second element is a text. According to Alderson, J. C. and Urquhart, A. H., (1984), the text is processed by the readers in an 'interaction' with the text and the writer of the text. The third element is a deciphering reader who uses suitable strategies and understands what he reads. All these three elements interact with each other to crown the process with comprehension. Thus, reading is basically an 'interactive' process. The reader must have something to read, i.e., the text, reading a text is a process of using suitable strategies and establishing contact and interaction with the written text.

In the process of reading, the reader is a decoder of the message that he is reading from the text, therefore, it is essential for him to be familiar with the linguistic code because in the process of decoding, there is a close interaction between language, the text and the brain of the reader. Many senses and activities are also involved in the process of this interaction. This makes reading an active process and not a passive process as it was used to be considered in the past. Reading has now been redefined as a 'receptive' skill due to the increased understanding of the process of reading in which many elements and factors are, actively, involved to create a meaning out of the text. The fact that reading is a 'receptive' process implies that it is an 'active' process and not a passive process because in order to receive and comprehend a textual message, efficiently, the reader should, according to Cooper, C. R. and Petrosky, A. R., (1975), interact with the text in order to decode it. This interaction takes the form of a vocal or sub-vocal dialogue between the reader and the text. A reader can understand a text only

when he, actively, puts to use his true mental faculties so as to decipher its meaning. While reading, the reader interacts with the text, decodes it and then constructs meaning.

Hence, reading is an effective interactive process between the reader and the written text. It involves constructing the meaning of the text by creating a relation between parts of the written text and reader's personal knowledge and experience. While reading, the reader undergoes a process of receiving and interpreting the written words by putting them into word-groups and reaching to their meaning. He reads words and focuses on them by using a process of encoding so as to change the coded message and convert it into comprehensible information. While receiving and interpreting the written word, the reader is concerned with four factors; namely, decoding, comprehending and text analyzing and responding. He understands the literal meaning of the messages, critically, examines, interprets and evaluates it and then responds to it. It clear that reading is an active/receptive process. It is active in the sense that it involves a lot of simultaneous activities such as using previous knowledge and experience, decoding the message, getting the information, understanding the meaning, predicting and interpreting, analyzing, etc. It is receptive in the sense that the reader is at the end of receiving the conveyed message.

The complexity of the process of reading makes it more than a sensory process or a mere skill to be learned through mere mechanical practice. According to Mackay, W. F., (1965), reading process involves the skill in: 1) the visual recognition of words, and, 2) the comprehension of their content. Word recognition refers to the process of knowing how written symbols correspond to one's spoken language in order to make and covey a sensible meaning which can be comprehended by the reader. Hence, comprehension is the process of making sense of words, phrases, sentences and connected text.

In addition to background knowledge and experience, readers, typically, make use of vocabulary, grammatical knowledge and experience with text. They also apply some other strategies so as to understand the content of the text. Mackay, W. F., (1965), considers reading as an active process which consists of recognition and comprehension skills. In the words of Klausmeier, H. J, et. al,

(1974), reading should bear the same relationship to experiences or events that a map bears to the territory which it is supposed to represent. It means that mere process of decoding the symbols of the message has limited connotation or value to reading unless the meaning is reached at and perceived. However, the meaning of the written-text will not be reached at or perceived unless it is based on adequate background-knowledge and previous experience of the reader about those matters for which the symbols stand and represent. Thus, reading process is a perceptual and meaningful response to the printed symbols rather than the mere recognition of those printed symbols. Perception process in reading means probing the meaning of the text, interpreting everything that the learner senses in the text and understanding the meaning of a word or a sentence and awareness of the experiences that the word or sentence stands for.

As it is mentioned earlier, reading is a sensory process. In the process of reading, the reader's eyes do not move, smoothly, along the printed line. They create eye-spans; fixation-points, which are the number of words that the eyes can take or understand the material in a single jump. The eyes establish their fixation-points and then move to another. Whatever is collected between the fixations is called the eye-span. The longer the eye-span is, the more fluent the reader is. Similarly, the shorter the eye-span is, the poorer the reader is. The eyes movements are in the form of a series of jerks; jumps, to pick up the words of the text and decipher their meaning. The jerk or the jump may be short; extending over a single word or it may be long; over several words or whole sentences. The reader reads in a flash as the eyes pause between two eye-spans; fixation-points. The eyes which have good and long eye-span enable the reader to take-in many words, phrases and sentences and even unwanted, irrelevant materials are taken in, but all of them are subjected to brain processing with the help of previous knowledge and experience. In this process, poor readers' eyes regress; go back, murmur and their lips move as they read. They even resort to use their finger or a pen so as to point to individual words in the text. They become conscious of individual letters in words, and therefore, they lose sight of the whole word. However, the effective reader's eyes move forward, devour the written-text and understand

its meaning. As the speed of the reader improves his perception about the content of the text also improves. As far as the advanced readers are concerned the way they read is characterized by widening of the eyes-span, shortening of the duration of fixation-pauses and reducing the backward movements; regressing of the eyes. Thus, establishing a complete perception about the content of the text is a consciousness process which is evoked by the written text and the comprehension that results from reading it. Robinson, H. M., (1966), describes word perception as, both, word-recognition and word meaning.

The sensory process in reading is incarnated in the fact that the learner gives meaning to what he sees, hears, tastes, smells and touches, consequently, perception takes place as a normal activity resulting from this concentration. The sensory process turns into a perception process. The perception covers words, phrases, sentences, paragraphs and up to chapters. The established perception of the text is a sign of the fact that the reader is understanding or has understood the text. Thus, perception is the process of recognizing the graphic symbols in print and connecting them to their corresponding vocal sounds and meaning. In the process of reading, perception has many components. Rosalind, Percy, (2012), points out three components in the skill of perceiving. They are: 1) Recognition of graphic symbols, 2) Correlation of these graphic symbols with formal linguistic elements, and, 3) Correlation of these formal linguistic elements with meaning. Hence, reading process becomes meaningful only if the reader understands the meaning associated with the graphic symbols through his ability to recognize the semantic content of the graphic symbols and the sounds they represent and establishes a complete perception of the text.

The above details indicate that there are physical organs which play a role in establishing perception. The two organs that play a major role in the process of establishing perception are the eye and the brain which are engaged in a transactional process so as to help in creating perception. The text is, visually, recorded by the eye whereas the non-visual task of the brain is to operate so as to process the text and understand its meaning. Thus, perception is established by, both, visual and non-visual processes. In some case,

eyes may not play any role in the process, particularly, when the reader is blind. Therefore, Norman, Lewis, (1978), goes to the extent of claiming, "Reading is not actually done with the eyes, it is a mental activity. It is done with the mind acting as sensory extensions of the brain, as transmitting belt carrying images of words to the brain." He further says, "Blind people can read though they have lost or never had the use of their eyes. Their fingers become the sensory extensions of their brains." Badrawi, N., (1992), explains reading process by saying, "Reading is both a process and a product. It is more than just receiving meaning in a literal sense. It involves bringing an individual's entire life experience and thinking powers to bear to understand what the writer has encoded. Thus, prior sensory experiences provide the basis for comprehending what is read."

It is important to remember that perceiving the shade-meaning of words, phrases and sentences in reading requires focusing the attention on written-material in a spirit of inquiry and probing. A good reader recognizes the shade-meaning of words, examines them carefully and realizes their ramification exhaustively till he understands the whole meaning of the text. Gray, W. S., (1960), classified the understanding, attitudes and skills common to reading behavior into four major activities. He referred to these as word perception, comprehension, reaction to what is read and assimilation of the new ideas with previous knowledge. Assimilation of the meaning involves the total comprehension of the text. This shows that perception is the consciousness or the awareness of the experiences which have been evoked by a symbol.

Reading process gives the reader two levels of outcome. The first level is the initial level in which the reader picks up the objective facts from the written-text through interpretation or judgment. He uses various skills in decoding the meaning of unfamiliar words and looks for morphemes, semantics, syntax and context cues to derive meaning from the text. He activates the background knowledge, the previous experience and the thinking skill so as to interpret and comprehend the written material. The second level is the higher level in which the reader captures the subjective information that may include elements such as the form,

the tone and the mood of the text that is being read. It is important to remember that the reader who can only send the text to brain and get only bare facts from what he reads, can never be called a true reader because the significance of reading process is not in sending only the text to the brain, but in deciphering its meaning. Sommerfield, J., (1954), expresses this by saying "Real problem of reading is not that of getting the material to the brain but of assimilating after it arrives there." This is basically because the text has different levels of meaning which must be obtained by the reader. Gray, W. S., (1960), says that different levels of meaning could be obtained from the same written material. He identified a literal level which involves translation of what words say, an interpretative level which relates material to its context, a significance level which involves implications and an evaluative level which requires the reader to react to the meaning of the text in his own terms. The good reader is capable of operating these different levels and interacting with them. Robinson, H. M., (1966), developed a model in which the different aspects of reading interacted, depending on the ability of the reader and his purpose. The four quadrants of the model are word perception, comprehension, reaction and assimilation. In addition to all these parts, there is also the rate of reading which influences the excellence of reading patterns.

The above discussion shows that good reading process goes through many stages. According to Cohen, A. D., (1998), the effective reading process is divided into three stages: (a) pre-reading, (b) while-reading, and (c) post-reading. In the pre-reading phase, the teacher removes the obstacles from the way of learners so as to move their interest in the message of the text, make them read it and give their own views about its content. In the while-reading phase, the teacher asks readers to, quickly, go through the text and answer one or two guided-questions about the content of the written-text. In the post-reading stage, the learners either reflect upon what they have read or relate the text to their background knowledge. During reading stage, the learner also needs further strategies such as self-questioning by raising relevant questions, applying self-monitoring techniques by concentrating on the meaning and resorting to problem-solving to reach to a final

conclusion. In the post-reading stage, the reader needs to evaluate the strategies he uses and the quality of the comprehension he achieved.

A skilled reader is efficient in deciphering and constructing the meaning from the text by using the available cues, employing the conceptual and linguistic skills which he possesses in order to comprehend the text and make assumptions about its content. It means that reading comprehension depends on successful correspondence between the reader's pre-existing knowledge and experience on the one hand and the knowledge introduced by the text on the other hand. In this regard, the reader must minimize uncertainty and dependence on visual details and dictionaries because in the words of Alptekin, C., (1993), mere "familiarity with the dictionary definition of the lexical items and knowledge of the sentence structures in a text do not seem to be enough for learners to comprehend information."

Hence, reading process, exposes the difference between the beginning readers and the mature readers. The beginning reader is, usually, engrossed with the mechanical aspects of reading activity; word identification, pronunciation, etc. Therefore, he fails to understand the need for comprehension and rather they fail to reach to a proper comprehension level because reading, which requires the interpretation of what is being read, takes place only when the reader understands what he is reading whereas mature readers reach to the meaning without getting engrossed with the above mechanical aspects of reading. The advanced reader transcends the mechanical aspects, possesses many related skills which make him a mature reader. William, S. Gray, (1960), describes the following steps in a mature reader's associative processes: -

i) He recognizes the author's meaning.
ii) He uses his previous knowledge to evaluate the soundness of the author's ideas, to reach valid conclusions, and to gain new insights and interests.
iii) His feelings also enter into his decisions to accept or reject the ideas read.
iv) He uses these enlarged patterns of associations in his further reading and thinking.

**Reading Skills**

To a accomplish a reading process that is crowned by a proper comprehension of the text, varieties of skills are required. In other words, reading is a deliberate learning process that depends on the learning of certain skills and procedures that enable the learners to derive knowledge from written material. According to Grellet, F., (1981), the main skills required in reading comprehension are as follows:

1) Recognizing the script of a language.
2) Deducing the meaning and use of unfamiliar lexical items.
3) Understanding explicitly stated information.
4) Understanding information when not explicitly stated.
5) Understanding conceptual meaning.
6) Understanding the communicative function of sentences and utterances.
7) Understanding relations within the sentence.
8) Understanding relation between the parts of a text through lexical cohesive devices.
9) Understanding cohesion between parts of a text through grammatical cohesion devices.
10) Interpreting the text by going outside it.
11) Recognizing indicators in discourse.
12) Identifying the main point or important information in a piece of discourse.
13) Distinguishing the main idea from supporting details.
14) Extracting salient points to summarize (the text, an idea etc)
15) Selective extraction of relevant points from a text.
16) Basic reference skills.
17) Skimming the text
18) Scanning to locate specifically required information
19) Transcending information to diagrammatic display.

According to Paul, Varghese, (1989), a skilled reader: -

- must have the ability to read fast as well to comprehend quickly the language and content of the text
- must be able to read slowly and comprehend sharply even the difficult books of any kind
- must be able to categorize the text for the act of skimming and scanning

- must be familiar with the reference works and use it too
- must try to complete the book in a fast manner and comprehend the same, regardless of the size.

According to Kaplan, R. B., (2002), the following five skills in reading should be seen as a finer specification of reading comprehension:

[i] a rapid and automatic process
[ii] an interacting process
[iii] a flexible and strategic process
[iv] a purposeful process and
[v] a linguistic process

Dechant, Emerald, V., (1969), says, "The purpose of the reader, the physical condition of the reader, his interest in the material and the difficulty of the selection have a bearing on comprehension. The skills involved in Reading Comprehension are numerous and interrelated. Word recognition is a pre-requisite to comprehension." Gibson, E. J., (1965), examined the process by which a fundamental three intellectual skills set is acquired. He postulated three phases: pre-reading skills, decoding printed symbols to sounds and dealing with large units with constraints of syntactic and semantic patterning. This indicates that reading depends on many types of skills. John, Carrol, begins his analysis of the reading process by looking at the skilled adult reader. As quoted in John, Chapman, L., and Pam, Czerniewska, (1978), John, Carrol, views the skilled reader as "a decoder - someone who identifies unfamiliar words by recognizing elements of it that give him reasonably good ones as to how the word should be pronounced."

**Sub-Skills of Reading**

Reading, as a skill, has its own sub-skills. In the process of reading, the reader applies these sub-skills. Each of these sub-skills is further sub-divided into skills based on their function. The sub-skills operate at different levels and affect the extent of the learners' comprehension and interpretation of the text. Barrett, T. C., (1968), has identified five different sub-skills a reader applies in reading viz. are:

1) Literal comprehension.

2) Re-organization of ideas in the text.
3) Inferential ability.
4) Evaluation.
5) Appreciation of the text.

Bernhardt, B. H., and Stemberger, J. P., (1998), state that reading comprehension results from not only a single skill, but from the combination of many sub-skills and processes in which a reader interacts with a text in order to derive, both, meaning and pleasure from the written words.

Finally, since, reading is inextricably interwoven with background knowledge and past experience, it involves many socio-psychological and cultural factors. Goodman, Kenneth, (1967), takes a psycholinguistic view of the process of reading. According to him, "Reading is a selective process. It involves partial use of available minimal language cues selected from perceptual input on the basis of the reader's expectation. As this information is processed, tentative decisions are made to be confirmed, rejected or refined as reading progresses." Culture also plays an important role in shaping the reading process and behavior of the learner. Whether a society encourages oral tradition or favors reading among its members, their cultural attitudes towards reading decide the extent of their involvement in reading. According to Aebersold, J. A. and Field, M. L., (1997), the following influences shape learners' reading behavior:

a. The family influence
b. The community influence
c. The school influence
d. The cultural influence.

It is clear that reading is a complicated behavior that is carried out through many activities till the reader reaches to a complete comprehension of the text. This gives further dimension to comprehension process itself. Therefore, it would be the subject of explanation in the next chapter.

# Reading Comprehension: Definition and Nature

Due to the importance of comprehension, the term 'comprehension' entered reading vocabulary in the early 1920's. Consequently, since the beginning of the twentieth century, it has become an area of intensive research-interest, continued to be an area of major concern among teachers and always provoked scientific interest and inquiry among the researchers because the abilities to read well and comprehend what is being read are the most valuable abilities a human being can possess. Scholars like Cults, J., (1953), gave great emphasis to comprehension and development of the study-skill. Some scholars handled comprehension process and created different models and approaches to it. However, before going into the details of its models, the term comprehension itself must be understood. Comprehension is one general component of reading which has a set of interrelated processes. Fry, Edward, L., (1972), remarks that it is very difficult to define comprehension. According to him, "Reduced to its simplest elements, we might say that comprehension is a part of communication process of getting the thoughts that were in the author's mind into the reader's mind." Russel, D. H., (1966), defines comprehension as, "the act of carrying the understanding of word or phrase beyond recognition to the understanding of a word, the meaning intended by the author." Pearson, P. D. and Johnson, D. D., (1972), remarked that comprehension is the process of building bridges between the new and the known. It is an active process and not a passive process in which the reader interprets and alters what he reads on the basis of his prior knowledge. It means that comprehension involves a great deal of inference-making by the reader. Smith, Frank, (1977), defines comprehension as "Relating new experience to the already known." He adds that there are certain concepts that the reader possesses in his mind when he reads. He uses those various concepts which he had so as to test the anticipations, guesses and predictions about the meaning of the text. When these anticipations, guesses and predictions are confirmed, it is then that the reader

comprehended the meaning of the text. Thus, the confirmation of these anticipations, guesses and predictions is significant to understand the content of the text. Thorndike, E., (1917), on his part, hypothesized that adequate comprehension in reading is produced as a result of the reader's use of his reasoning faculties and skills in problem solving.

Comprehension is not only a process of getting meaning from the text, but also it is a process of enabling the reader to realize how he perceives the textual information and how he applies his background knowledge and previous experience to the contents of the text in order to expand his understanding of the text. According to Bell, N., (1991), "Comprehension is considered as an ability that underlies the reading process that goes beyond the use of context, phonological processing, word recognition, vocabulary and prior knowledge." It is the intellectual capacity of the reader to capture and grasp the denotation of the language that is read or heard by operating the background knowledge and previous experience which he has gained throughout life.

Improving reading comprehension has also been an area of concern for the majority of language teachers and researchers because without the skills of comprehension, students' academic progress will always remain limited if not hampered. Students should not only possess the ability to comprehend the text, but also they should possess speed in comprehending it. Bridges, H. D., (1941), compares the effect of specific training for speed with specific training for reading comprehension. He says that the training which stresses reading comprehension results in better achievement than training which emphasizes only the speed of reading.

There is an emphasis not only on an elementary type of comprehension which is like swimming on the surface of a shallow brook, but also on reaching to a level of a mature reader who dives deep into the oceans of thoughts and ideas underlying the written material because the mature reader interprets words in their contextual setting which is called reading at the interpretation level. Such readers comprehend a text and infer what the writer intends to convey. It means that the reader is expected to not only understand the lines of the text, but also to read between the lines

of the text and rather beyond the lines of the text. According to Gray, G., (1960), as cited in Alderson, J. C., (2000), there is a vast gulf between reading 'the lines', reading 'between the lines', and reading 'beyond the lines.' The first refers to the 'literal meaning of the text', the second refers to the 'inferred meanings' and the third refers to the 'critical evaluations' of text.

Thus, reading becomes meaningful only when the reader grasps not only what the writer wishes to convey, but also when he becomes aware of the underlying moods, feelings and attitudes that are created by the content of the text he is reading and its implied meaning. In such a case, it becomes a multi-dimensional interaction between the reader and the text in which the reader retrieves various types of background knowledge and previous experiences so as to reach to a deep comprehension of the text. If the reader comprehends the implied meaning of the reading material and infers its multi-dimensional message, then, he has attained the sublime heights of comprehending what he reads and reached the inference level of comprehension. The inference level of comprehension is important as it develops reader's rich thinking, logical reasoning and critical faculties. It makes him reach the final fruits of reading which are crowned by deep and rich thinking, reflective outlook, logical reasoning and critical faculties that enable him to have a deep understanding of the passages with their various implications and comprehend the organization of the material which he reads. In this regard, it is important to remember that a good reader does not only comprehend the organization of the material which he reads, but also stretches his thinking as he reads in order to see the relationship between the main theme and sub-themes, understands the logical sequence of the content of the text and concludes the process by a complete comprehension of the text. The whole process is, in fact, similar to the process of problem-solving. According to Thorndike, E. L., (1917), "Whatever influences general thinking or problem-solving ability also influences reading Comprehension." He notes, "Reading Comprehension is like solving a problem in Mathematics where the reader has to select, repress, soften, emphasize, correlate and organize all under the influence of right mental set or purpose in demand." Robinson, Alan, (1983), in his book, 'Teaching Heading

and Study Strategies', gives an analysis about the process of comprehension and how the reader reaches the stage of complete comprehension. He says, "When the syntactic and semantic structure of the message matches the syntactic and semantic knowledge of the reader, comprehension is rapid. As the distance between the reader experimental, emotional and linguistic background and that of the writer increases, comprehension slows down and becomes difficult."

Comprehension has various levels such as the literal, interpretative and critical level. Reaching literal level may be easy. Interpretative level needs rich thinking. However, the third level; critical level of comprehension, may be beyond the reach of the school learner, particularly, in the context of FL learning as it requires a reflective thinking and outlook, but the good learner may reach the literal and interpretative level. Literal comprehension means literal understanding of the reading material through using question-words such as 'who', 'where' and 'when' and then answering them. It refers to the process of identifying and understanding the central theme, the main ideas, the supporting details, the written forms and patterns of the text. In this process, the learner starts initiating literal comprehension by noting the details that are important and then he begins a process of interpreting the text. In this regard, interpretation can be understood as the skill to identify the cause-and-effect relationships, make logical inferences, anticipate the expected outcomes, create a sound judgement and recognize the writer's purpose, mood and intended meaning. Then, follows the critical level of comprehension which is a reflective outlook that makes conclusions and reacts critically, emotionally, intellectually, philosophically and psychologically to the whole content of the reading material. In order to reach to optimum comprehension, the reader needs to think critically and analytically about his response to the lexical meaning of words and the relationships between them, decode and understand the specific details and recognize the meaning and function of sentence patterns, accurately, as well as their logical and thematic coherence. After the reader decodes and comprehends the literal and interpretative meaning of a written message, he reaches the critical level of reading in which he evaluates the significance of the

message and draws appropriate conclusions from it. The final destination to which the reading activities take the reader is to, effectively, associate the meaning with the written text in order to either understand the intention of the author or exercise a critical handling of that intention. To accomplish this process, reading must be accompanied by deep thinking and critical dealing with the text because without deep thinking, critical faculty and reflective outlook, reading activity will not be resourceful as it is supposed to be. If a reader reads without deep thinking, critical faculty and reflective outlook about what the writer needs to convey, he will not understand what he is going through. In fact, such a reader is not reading, but undergoing a mere 'parrot-like' reading or performing an act of 'barking at print' without any comprehension or deep thinking. He is performing a stupid recognition of the letters which are printed on the surface of the reading material.

It is very clear that comprehension contains many complex skills within it. Pearson, P. D. and Johnson, D. D., (1972), give a detailed explanation of the skill of comprehension. They says, "Comprehension is not that skill which we may be able to teach but we can arrange instructional and practice conditions in such a way as to increase the likelihood that children will understand what they are reading, guide, discussions to help children know what they know, ask pointed, penetrating or directional questions, offer feedback at the appropriate time and generate useful independent practice activities. Comprehension is not only teachable, but it is also best learned through the guidance of well-informed and sensitive teacher. Comprehension as a process is an elusive entity. Comprehension as a product involves measuring. It involves evaluating responses to specific questions, we may have asked our readers. Comprehension as a product is what we assess by means of the dazzling array of tests we give to the children we are stuck with products as our usual means of evaluating the quality and quantity of students' comprehension processes." Comprehension, as pointed out by Russel, D. H., (1966), "involves determining the meanings of words in their language setting and at the same time linking the meaning into larger language patterns and fusing them to a chain of related ideas usually those that the author had in mind. The skills of comprehension are basic to a grasp of the meaning."

Reading for comprehension is not a process of, merely, identification of symbols or words on a printed text. It is not just a process by which the reader absorbs the surface information provided by the writer of the text. Comprehension, in all the meaning of the term, is the main and final objective of a true reading activity. Since reading is the process of constructing a meaning from a text, comprehension is a constructive and interactive process that involves three important factors; the reader, the text and the context in which the text is read.

In the process of comprehending the written text, the level of the background knowledge and the previous experience that the reader had been possessing before reading a text are the important variables which affect the extent of the successful comprehension and retention of the information derived from the written text. Aebersold, J. A. and Field, M. L., (1997), have pointed out that 'readers' engagement in the reading process is based on their past experience, both, "in learning how to read and also in the ways reading fits into their lives." These previous experiences include those experiences the reader has gained from living in his socio-cultural environment.

For Widdowson, H. G., (1985), comprehension is an integrated activity whereby the reader adjusts his knowledge of the world to incorporate new information and experience. The individual reader reads to expand what he knows. He assembles his thoughts and projects and moves forward in a process of predicting and guessing. It means that comprehension is an individualized activity which encourages the reader to exploit his precious knowledge and become self-learner.

Cleland, Donald, D. L., (1965), in an attempt to explain the intellectual processes involved in the activity of comprehension, he included elements of the four aspects of reading postulated by Gray, W. S., (1960a). Cleland, Donald, D. L., (1965), referred to perception of words as well as of large units and reading for the purpose and selecting or rejecting information relevant to the purpose. He listed validity of ideas, detection of propaganda and other abilities that are related to W. S., Gray's description of reaction as well as predicting the outcomes, drawing conclusions, ascertaining cause-and-effect relationships and drawing inferences.

Reading and the comprehension that arises out of it are boons which must be developed by hard working. They arise out of intensive practice which is influenced by the environment which the reader lives. Nuttall, C., E., (2002) has gone to the extent of comparing reading to an infectious disease; it is caught and not taught. But for the infection of reading to be caught, favorable conditions have to prevail and provided to the learners in order to enable them to become capable of comprehending various levels of texts. An important concern in comprehension should be about the growth of the learner's stock of vocabulary, mastering the grammar and structure of the language and developing general language abilities in comprehension. In other words, comprehension needs a reader who is acquainted with the basic functional grammar of the language and possesses a sufficient stock of vocabulary that enables him to interact, at a semantic level, with what he reads. These elements are very important for comprehension. Providing authentic material for reading will allow the learner to enrich his inner world, increases his stock of vocabulary, improves his grammar and spelling skills and reach to the highest level of comprehension.

Finally, although comprehension is a complex process, the well-developed comprehension level in mother-tongue will always assist in developing better comprehension levels in the foreign language. Learners who, effectively, comprehend what they read in their own mother-tongue, achieve better level of comprehension in reading material in the FL compared to those whose comprehension level is low in their own mother-tongue. Scholars did not only explain the process of comprehension, but also created different models and approaches to it. The teacher in foreign language situation should be acquainted with these models, processes and approaches just to have a deeper understanding of the skill of reading and coin his own model, process and approach of reading in FL teaching context. The following chapter will give a detailed and documented discussion about the models and approaches of reading comprehension.

# Reading Comprehension Models

For many years, reading researchers have been investigating the processes that go on into the mind of readers and depending upon their understanding of the cognition process, they have attempted to display these processes in the form of reading model. Reading researchers like Alderson, C. and Urquhart, A., (1988), Mitchell, T. F., (1962), Gough, P. B., (1985), Rumelhart, D. E., (1985), LaBerge, D. and Samuels, S. J., (1974), Grabe, W., (1991), Singer, H. and R. B. Ruddell, (1985), Carpenter, P. and Just, M., (1986) and Grellet, F., (1981) have investigated the cognitive processes in the mind of readers and the reading processes. Consequently, many models of reading came into existence. The models which have been given by the reading researchers were the models of fluent reading.

The exhaustive studies about reading and reading comprehension gave rise to thoughts that coined various types of models, processes and approaches of reading comprehension such as schema concept which came to be known as the 'top-down' view of reading, Bottom-up Process, interactive approach, Laberge and Samuels Process, interactive compensatory model, etc. Knowing these models of reading will help understand how readers work out the meaning from the text they read. A reading model like any ordinary model, displays the sample of the processes that go into the mind of the reader. Singer, H. and Ruddell, R. B., (1985), define a reading model as "a graphic attempt to depict how an individual perceives a word, processes a clause and comprehends a text." According to Devine, C. P. J., and Eskey, D., (1988), "A model might best be understood as a set of assumptions about what happens when a reader approaches a text, that is the ways a reader derives meaning from printed material." It explains how comprehension takes place. We may discuss some of them as follows:

**Schema Concept**

The terms 'Schema', (plural of schema), were coined by Bartlett, F. C., in 1932 so as to provide the basis for a radical temporal alternative to traditional spatial storage theories of memory. According to Tickoo, M. L., (2003), "Schemata are knowledge structures which contain information about aspects of the world, about different types of objects, events, persons, situations. According to Schema theory, successful comprehension depends on the availability of relevant schemata and their activation." It is the structures of background knowledge, information and experience which a learner possesses and brings to the text to understand the contents of the text. It refers to the prior knowledge in terms of acquired/learned information; from the real-world experience. Schemata include learner's language, beliefs, values, customs and the world-knowledge he has gained through his experience at home, society and through different channels of information such as books, media, etc. This knowledge is stored in the long-term memory.

David, Nunan, (1990), describes Schema as: "The mental structures which store our knowledge are called Schemata; the theory of comprehension based on schemata is called schema theory. According to the theory, reading is an interactive process between what a reader already knows about a given topic or subject and what the writer writes. It is simply a matter of applying decoding conventional grammatical knowledge of the text. Good readers are able to relate the text and their background knowledge efficiently."

A competent reader, usually, has 'schematic knowledge' of the topic he is going to read. It is the background knowledge which helps the reader to comprehend what he reads. Anderson, R. C., et. al, (1977), say, "every act of comprehension involves one's knowledge of the world as well." This background knowledge or 'knowledge of the world' plays a crucial part in the process of comprehension as the reader comprehends the reading material by relating the new information in the text to his prior knowledge. Carrell, P. and Eisterhold, J. C., (1983), emphasize the role of the reader's appropriate background knowledge in understanding a text. According to them, "The basic point is that much of the

meaning understood from a text is really not actually in the text, per se, but in the reader, in the background or schematic knowledge of the reader. What is understood from a text is a function of the particular schema that is activated at the time of processing (i.e. reading) the text." Cook, G., (1997), summarizes the process by saying, "People understand new experiences by activating relevant schemas in their minds." Grabe, W., (1986), is of the view that a learner can become a successful target-language-reader only if he has "critical mass of knowledge" which comprises three components:

- linguistic knowledge,
- background knowledge/assumptions, and,
- formal schemata.

Piaget, J., (1983), says that the human mind does not just, passively, receive the input, but it also, actively, undertakes the processing of the that input. Widdowson, H. G., (1983), while stressing on the cognitive characteristics of schema, described schema as something which facilitates the process of anchoring the incoming information to the existing information structures. While reading, the reader constructs new experiences and acquires new knowledge. The accumulated knowledge, experience and practice of reading make readers acquire different schema and various ways to apply them to what they read in future. These differences in schema and experiences make some readers comprehend a text quicker and better than others as the appropriate previous background knowledge about the content and the reader's familiarity with the topic help the reader in understanding the text and this does not only compensate for his poor knowledge of vocabulary, but also increases and consolidates his knowledge of vocabulary by supplementing him with more relevant vocabulary about the topic.

This means that the text itself is another crucial factor that determines the extent of the reader's comprehension of the contents. In fact, the text and the reader are two major factors that are considered to be essential to determine the extent of comprehension achieved by the reader. There are various types of texts and each text has its own style of writing, organization, syntax, vocabulary, register and purpose in presenting its contents.

It is the readers' task to know the characteristics of each text in order to decipher the meaning from it and understand what the writer tries to convey to the reader. As different readers interact with a single text to comprehend it, each reader may achieve different level of meanings from the same text. These differences are due to the differences in the readers' background knowledge, previous experience, reading skill, aptitude, personal interest, etc. This confirms the fact the reader is not just a passive inhaler of what he reads, but an active shaper of what he understands from it. It means that to understand a text, readers rely on different reading approaches, concepts and models. The claim of Piaget, J., (1983), that the human mind is just not a passive receiver of the input, but it, actively, undertakes processing the input became popular and led to the arise of many models of reading process which were well-known in recent literature as: (a) 'top-down' or 'meaning-driven models'; (b) 'bottom-up or 'data-driven models'; and (c) 'interactive models', all of which are considered under the notion 'Schema-theoretic view' of the reading process. Piaget, J., (1983), claimed that while comprehending the input, the new information is stored in a mental- structures called schema. According to this view, a text or reading-material only provides directions to the readers on how they can retrieve or construct a meaning from their own, previously, acquired knowledge. Thus, comprehending words, sentences and the entire texts relies on reader's linguistic knowledge; his background-knowledge and the text itself. According to schema view, the process of interpretation is guided by the principle which claims that every input is mapped against some existing schema in the mind of the receiver and all inputs of that schema must be compatible with the new input-information.

These schemata are the storehouse of previous knowledge, information and experiences that the reader has in his mind and which had been gathered during his years of learning, growth and intellectual development. They assist in deriving the meaning from the text that a reader reads. They act as a 'foundational knowledge' in comprehending the text. They are, continuously, modified to add and store the new information which gets accumulated in the mental structure of the recipient; whether listener or reader. Based on the previous knowledge and as the learner listens, speaks, reads

and writes, he constantly relates the ongoing processes, actions and activities to those which he had performed or come across earlier. He makes interpretations to comprehend, newly, received information and he compares and confirms the interpretations by applying various techniques to come to a final conclusion. This ongoing storage of the knowledge and experience acquired in the past with the new knowledge and experience, or what can be called the interaction of the existing and new, widen learning achievements and experience and help in comprehending the text.

As the human brain accepts new input and stores it, then the need for more clues or hints to comprehend the reading material, gradually, decreases and the process of comprehension becomes easier and faster. In other words, if the reader possesses sufficient background-knowledge which gives him the ability to activate the relevant information stored in the schema, then, he will achieve more successful and faster reading comprehension. Therefore, the reader should maintain a balance between the new assimilated knowledge and whatever had already been stored in the schema. In this way, the cognitive theorists paid great attention to the internal processes and knowledge stored within the mental structure of the reader as they contribute a lot to the process of comprehension.

What is typically called 'prior knowledge' comes in many forms. It can be in the form of specific knowledge about the topic of the text, general world knowledge about various aspect of human relationships and causal structures and even knowledge about the organization of the text. In addition to knowledge, expert readers possess a set of flexible and adaptable strategies that they employ to understand the text and to monitor the ongoing comprehension.

The implications of schema view in reading instruction have proven to be very useful in improving reading comprehension. Grabe, W., (1991), advocates that: "...it has been extremely useful notion for describing how prior knowledge is integrated in memory and used in higher-level comprehension processes." Pedagogues also have realized that activating the existing knowledge and experience of the reader plays a significant role in the comprehension process and retention of the information gained from the text. Teaching circles considered that schema view provides a strong rationale for teaching reading and clarifies

comprehension process. When the reader goes through the text, he applies his background knowledge or schema to comprehend the text. The degree of applying background knowledge varies with the complexity of the text and the extent of the richness of the background knowledge stored in the mind of the learner and his previous experience. Moreover, the reader's age, maturity, experience, world view, exposure to the world, interest, motivation and many other factors play an important role in this regard.

The schema theory gave rise to many other views or models that studied reading comprehension. Researchers/pedagogues have been studying the link between the reading process and how to teach reading to language learners. They have illustrated many models, processes and approaches of reading that represent the procedures of reading which display the mechanisms of reading and depict the mind-processing of the reader who goes into performing the act of reading to extract meaning and comprehend the text. However, However, Gibson, E. J. and Levin, H., (1975), have argued that there can be no single model of reading that there are many reading processes as there are people who read, things to read and goals to be served. There are four main models and approaches for the description of the reading comprehension. They are as follows:

1) Model of Gough, P., (1985); bottom-up model.
2) Goodman, Kenneth's, (1970); top-down model.
3) Rumelhart's Interactive Model of Reading.
4) The LaBerge and Samuels, (1974).

These four main models and approaches may be discussed, briefly, as follows:

**Bottom-up Process**

The concept of bottom-up approach to reading appeared in the early 1960s when reading was first recognized as an important language skill after a long history of considering reading as just a passive skill. Carrel, P., (1988), says, "Only recently has second language or foreign language reading been viewed as an active, rather than passive process. Early work in second language learning, specifically, reading in English as a second language, assumed a rather passive, bottom up, view of

second language reading. Problems of second language reading and reading comprehension were viewed as being essentially decoding problems, deriving meaning from the print."

The bottom-up approach to reading presented its views with the research work done by Gough, P, B., (1985). This model is also called 'Text-Oriented Process,' 'Code Emphasis', 'Data-Driven' or 'Decoding Process.' It claims that the reader, while reading and extracting the meaning from the text, focuses on smaller units such as letters, words, phrases and sentences. He reads all words, phrases or sentences so as to understand the text. According to Carrell, P. L., et, al, (1989), the bottom-up reading process begins with the process of decoding the smallest linguistic units; phonemes, graphemes and words and, ultimately, constructs the meaning from the smallest to the largest units. Then, a syntactic and semantic processing of the text takes place till the reader reaches the final meaning of the text.

The bottom-up approach is a reverse of top-down approach; it proceeds from part to whole. According to the bottom-up approach, reading is supposed to be a process where a reader is required to reconstruct the intended meaning of the writer by assembling the meanings of the text that emanate from the process of decoding of letters, words, phrases and clause linkages. In this regard, vocabulary knowledge and word recognition become very important tools for comprehending the text. Word recognition here refers to attaching or giving semantic references to the recognized word. After words are recognized, the reader starts to work on finding their meanings and ultimately makes sense of a sentence and a paragraph by the help of the structure of the language. That is why the bottom- up approach is called also 'data-driven' and 'text-oriented' process. It emphasized early information processing models of reading which is followed by the 'bottom-up' or 'data-driven' approach because any kind of failure in the development of these processes, necessarily, causes failures in comprehending the tex. It suggests that comprehension is facilitated when the reader activates the incoming data; the features of the incoming data enter the system through the bottom-level schemata which are, themselves, hierarchically organized and arranged; from the most general at the top to the most specific at the bottom. As these

bottom-level schemata converge into higher-level and more general schemata, they also get activated to participate in shaping the comprehension of the text.

The 'bottom-up' approach claims that in order to construct the meaning of the text, the reader must begin with the individual letters and sounds and, in a set order, as he reads, he moves through higher stages of processing; from words to phrase, clauses and then to the sentences to construct meaning. It means that a reader approaches a text by identifying letters, words, phrases and sentences before activating the background knowledge and previous experience. It means that importance is given to the recognition of letters, words, phrases and sentences as a key element in order to comprehend any text. The reader identifies letter features, links these features to recognize letters, combines letters to recognize spelling, links spelling to recognize words and then proceeds to sentence, paragraph and text-level processing till he employs them to help in establishing the complete meaning of the text which he reads. In other words, in the bottom-up approach, emphasizes on the comprehension which begins by processing the smallest linguistic unit; phoneme, and working towards larger units; syllable, words, phrases clauses, sentences and the allowing the background knowledge and previous experience to interfere to enable the reader to complete his comprehension of the text. It means that decoding starts from the smallest textual unit to the larger unit and larger units and meanings of a text are obtained by putting all the meanings of the smaller units contained in it. While he is involved in this process, the reader applies his background knowledge and experience to the information he finds in the texts. The initial emphasis is on the text and what the reader is capable of extracting from it.

In this approach, problems in reading are viewed as problems arising out of the difficult language of the text. They are decoding problems, both, with vocabulary knowledge and word recognition process. Here, linguistics and orthographic distances between the mother tongue of the learner and the target language may be the main factors that determine the level of recognition skill. As it is mentioned in previous chapter, good readers in the mother tongue will have a lot of factors that help them to be good

readers in the target language. The task of the teacher is to identify those decoding problems and then help the learners to overcome them so that they experience a smooth process of decoding that leads to complete comprehension of the text. This is clear from what Eskey, D., (1977), says, "Part of our responsibility as teachers of advanced reading must thus be, first, to identify the problem structures, and second, to find some effective means of teaching our students to read them with understanding." He pointed out that this decoding model does not include the important role which a reader plays in the comprehension of the passage. As far as vocabulary knowledge is concerned, it has been suggested that words must be recognized; a high degree of text coverage; higher than 90%, is crucial for optimum comprehension. Hence, vocabulary knowledge plays an important role in reading comprehension. Through high frequency vocabulary, word recognition ability, automatically, gets increased and comprehension is also optimized to the maximum level. Therefore, target language learners should develop their vocabulary in the target language for better processing of words, establishing the exact meaning of the text and making Bottom-up model an approach that is capable of being implemented. Bloomfield, L. and Barnhart, C. L., (1961), Dechant, Emerald, V., (1991), Fries, C. C., (1963) and many scholars advocated Bottom-up model.

However, there are some arguments against the bottom-up model which consider it to have many shortcomings and weaknesses. These arguments consider that the reader will be successful in reading only if he, accurately, decodes the linguistic units and recognizes the relationship between words, but they claim that it is impossible for the reader to store, in memory, the meaning of every word in a passage or relate one word to the other words successfully. Moreover, in the reading process, the reader thinks that what he has understood is the result of his own constructions of meaning and not as a result of the transmission of graphic symbols to his understanding and existence of the background knowledge which he possesses. Some arguments claim that words can be recognized more quickly than individual letters, but the case may be just the opposite because processing of words is faster than the processing of individual letters. According to the bottom-up

model, the next stage of processing the meaning begins only when all the operations of processing the previous stages have been completed and this indicates that all the words must be recognized before the syntactic processing begins and this does not sound appropriate!

Some arguments claim that the bottom-up model gives little attention to the context and attach more priority to decoding of a text as it is necessary for grasping its meaning. As it claims that reading is driven by a process that is supposed to result in meaning, the bottom-up reading model emphasizes on the written or printed-text itself and what the reader derives and extracts from the text rather than focusing on what the reader brings to the text. It considers reading as a linear activity in which sounds are matched to letters and the words of the sentence are recognized serially; from left to right in case of English language.

Some other arguments claim that in this model, there is no provision for dealing with the letters which are encompassed by the brain in more than one fixation because reading process is not just what the eyes see alone on the written text, but it is also what the brain tells the eyes about what they have seen. They say that this model does not speak enough about the control of eye-movement or the way in which reading process is influenced by the prior context. It equates reading with decoding process of visual symbols on the page. Although decoding is important, but reading need not be taught this way from sounds to letters, to syllables, to words and then to sentences. Students will not be attracted by such a way of reading because they learn to read when they get an interesting meaning out of what they read. In spite of these shortcomings, Gough's model has contributed, remarkably, to directing and guiding a large body of research about the process of reading comprehension. An alternative model to the 'bottom-up' processing was provided by the proponents of a meaning-based approach. It is called 'top-down' model.

**Top-Down Process**

The top-down process was a reaction against the bottom-up model. It originated from the researches which have been conducted by Goodman, Kenneth, in, (1967). He developed a

psycholinguistic paradigm of reading which is based on the insights derived from contemporary linguistics and cognitive psychology. In this paradigm, Goodman, Kenneth, (1967), says, "reading is a psycholinguistic guessing game" in which the reader uses his 'prior knowledge' to connect with the text he is reading; relates it to new or unexpected information found in the text in order to understand it and extract complete information from the written text. In this model, reading is considered as a conceptually driven process in which the reader judges his hypotheses, depends upon his schemata and uses selected information from the text in order to reach to the meaning.

The 'top-down' model emphasizes that the reader begins with meaning-processing by picking up only minimal cues and clues from the text, especially, those cues which he would need to construct the meaning. He uses a range of cues from the text which he reads and the situational context in which reading occurs to build, consequently, he constructs and derives a meaning from the text. The knowledge of language and content of the text help the reader in selecting only those textual cues that are important for interpreting the written message and constructing its meaning. He relies also on his 'prior knowledge' of language, content of the text and the ability to construct the meaning of the text. Thus, reading becomes a receptive, process in which the reader receives, perceives and comprehends the text according to his cognitive ability, background knowledge, social environment and linguistic skills. This reflects the interactive nature of reading process and the constructive nature of comprehension process that help each other and engineer, together, reading competences. It indicates the interactive nature of reading and the constructive nature of comprehension that arises from it.

Reading process starts with eye-movement and a fixation on new material. After this, the eyes, further, select 'graphic cues' from the field of vision and use them to form an initial 'perceptual image' of part of a text. The resulting initial perceptual image is made up of, partly, what the reader, as Goodman, Kenneth, (1967), puts it, "sees and partly what he is expected to see." According to him, the reader "searches his memory for related syntactic, semantic and phonological cues" as well as the schema and uses

them to enrich the perceptual images, confirms the prediction of meaning and ensures comprehension. The selection of visual information is guided by many factors such as reader's 'prior knowledge', strategies and, cognitive style of the reader. It is governed by the contextual constraints imposed by the material, previously, analyzed. At this stage, according to Goodman, Kenneth, (1967), the reader makes "a guess or tentative choice consistent with the graphic cues" he selected from the text. When the choice is made, it is tested against the prior context for grammatical and syntactical acceptability. If the reader is successful, he keeps the result in the 'medium-term memory', but if he is unsuccessful, he looks back at the previous text and makes 'a tentative choice' which is a guess. Then, this choice is tested against the previous context while the grammatical and syntactic accuracy and acceptability are being examined, too. If they are correct, then their 'meaning is assimilated with the prior meaning' and the results are kept in the 'long-term memory'. At this stage, predictions are made about what is coming next and the cycle is repeated till the end of the text. If the word does not get fit with the earlier context, the reader regresses and repeats the earlier operations until an acceptable and suitable cue of the word-to-meaning is formed. The reader's ability to construct the meaning of the text includes his knowledge of the order of words, phrases, sentences of the language and of the meaning of words, signs, symbols, phrases, sentences and longer passage. The reader's knowledge of the word enables him to select only those parts of the text that he would need in order to predict and construct its meaning.

Comprehension depends on the need, purpose and experience of the reader as well as on his prior knowledge and experience and therefore it is facilitated when the reader's background knowledge and experience are activated. According to Eskey, D., (1986), "comprehension is always directed and controlled by the needs and purpose of an individual and crucially depends on that individual's …background knowledge." In this model, reading is a predictive and a guessing process in which the reader selects from the text what is enough to confirm his guessing or prediction of what is coming next. This model also suggests that

'schema' influences the reader of the text even at the beginning stage of reading; that is at the stages of the 'selection of the graphic cues', 'the formation of initial perceptual image' and 'the initial identification of words.' According to Goodman's view, the route of the receptive process starts with the phonological or graphic display as an input and it ends-up with the meaning as an output. However, the skilled reader can take the direct route to his goal by relying on the redundancy of the language and his knowledge of linguistic constraints, getting involved in predicting the structures, testing them against the semantic context which he builds up from the situation and the on-going discourse and then confirming or disconfirming his conclusions as he processes further language. Hence, reading, for Goodman, Kenneth, is a psycholinguistic guessing and predicting game that involves an interaction between thought and language.

It means that efficient reading does not result from precise perception and identification of all the elements of the text in the process of constructing the meaning, but it results from the skill of the reader in selecting the fewest and the most productive cues necessary for guessing and predicting the meaning because the skilled readers are usually 'good guessers' while poor readers are less able to generate correct word predictions, therefore, their reading efforts may generate miscues that occurs when the perceptions of meaning do not match normal expectations and if no meaning of the text is reached at this point, it is not acceptable because any reading that does not result in meaning, is considered to be a 'short-circuit'. Goodman, Kenneth, (1968), says, "Readers may short-circuit in a variety of ways for a variety of reasons: when they cannot get meaning, or like the structure; when they've been taught, or otherwise acquired non-productive reading strategies; when they are not permitted to terminate non-productive reading. Theoretically, a short-circuit can occur at any point of the process."

Goodman, Kenneth, (1970) and Smith, Frank, (1973), emphasized the top-down processing of reading and advocated the use of semantic contexts to generate hypotheses about the meaning of the printed-text. This model differs from bottom-down model in the sense that it focuses on linguistic guess-work rather than on graphic textual information. In this model, the reader does not need

to read each and every word of the text, rather, he concentrates on predicting the next group of words and goes on developing his initial conceptual image and constructing his meaning. He concerns himself with a process of guessing the meaning of the words or phrases to pave for himself the road of understanding the whole text. It means that, in top-down approach, the reader is the most important entity who brings certain hypotheses to analyze the written-text and then uses textual inputs to confirm or disconfirm the hypotheses. The reader can comprehend a text by resorting to guessing, check whether his guess is right and re-guess what is, likely, to come as he reads along the text. This process is also facilitated by the interfere of some other elements such as the graphophonic, syntactic and semantic cue-systems. Nuttall, C., E., (2002), stated that readers might start predicting the meaning and building up an initial perceptual image right from the title of the reading text itself; something that enables them to limit the scope of their reading in search for meaning and hastening it. While reading, the reader may hypothesize, modifies his hypotheses according to what he reads in the text next and initiates his comprehension. Comprehension begins with higher levels of processing; making hypotheses, and it proceeds as the reader uses the lower levels of processing.

The top-down processing depends on the system which employs the cognitive skill, makes general predictions that are based on higher-order schemata and then searches the input to get information that fits into these, partially, satisfied and higher-order schemata. 'Top-down' processing, is therefore, known to be 'conceptually-driven' as it emphasizes on what the reader brings to text in order to construct its meaning. The schema of the reader is the basic resource in comprehending the text. This indicates that comprehension begins in the mind of the reader who already possesses some meaning-driven process or an assumption about the ideas presented in the text and those meaning-driven processes and assumptions lead to the construction of the meaning of the text. It means that the source of difficulty in comprehension of the text does not lie, solely, within the text itself. Hence, in top-down process, comprehension moves from 'whole to part.' Boothe, K. Leah, et. al, (1999), say that the top-down reading model is a model

that emphasizes what the reader brings to the text and adds that reading is driven by meaning and proceeds from whole to part. Dechant, Emerald, V., (1991), says that readers identify letters and words only to confirm their assumptions about the meaning of the text. Hence, it can be said that the top-down model of reading considers that a reader goes from the whole to the part. He is carried forward by meaning and he brings to the text, both, the knowledge of the world and the knowledge of the language.

It is clear that Goodman's model of reading is quite perceptive and elaborate. Clarke, M. and Silberstein, S., (1979), have drawn four inferences from Goodman's psycholinguistic views about reading which are considered to be important factors in the preparation and use of the target language reading material. They are follows:

1) Reading is an active process in which the reader does not come to the reading-material empty-minded, rather, he brings some background knowledge and certain preliminary expectations about the content of the material which he reads. Then, he gets engaged in selecting the necessary hints and clues in order to confirm or reject those expectations which he has been nursing. In this process of sampling and selecting, the reader takes help from his syntactic and semantic discourse as well as the real-world knowledge.

2) Reading should be considered as a two-fold phenomenon that involves process-comprehending and product-comprehension: In this regard, giving a false start or making mistakes in pre-reading task, is as important as giving correct responses to post-comprehension- questions. For best teaching/learning results, the teacher must not only teach passages followed by comprehension question, but also construct such reading tasks which reward the reader for, both, trying and succeeding in reading comprehension.

3) Reading involves a process of interaction between thought and language: As it has been mentioned earlier, the reader brings certain ideas, beliefs and thoughts to the text. They are then added to his ability to make certain predictions to the meaning of the text. Both these things determine his expectations in the course of his reading of the text. A successful reading depends on how best the reader is able to create an interaction between his world-knowledge and his

linguistic knowledge in order the construct meaning from what he reads.

4) The Psycholinguistic theory emphasizes the importance of, semantically, complete process of reading; committing errors at the beginning of reading any text is something natural, but as reading progresses, the errors get, significantly, corrected. This means that through continuous reading activity, the reader's stored-vocabulary and knowledge are built-up and the occurrence of error is reduced to the minimum.

Unlike the bottom-up approach, the reader in top-down model is given a role in the process of the interpretation of the text. The process of reading involves a contribution of information from the reader himself and this makes reading not a passive process, but an active process in which the reader reads a small part of the text and gets clues to understand the next part with the help of, both, that part of the text and the background-knowledge which he brings to the text so as to construct the meaning in his mind. In this way the process of understanding of the whole text continues till the end.

However, some other arguments claim that this model contains several points of weakness which make it incapable of, sufficiently, interpreting reading or comprehension process. For example, it does not deal with all the aspects of reading process such as how various non-visual sources of information are summoned up and used to organize the formation of the perceptual images. At the word-recognition stage, it does not show how the extra information is used to facilitate the choice at 'tentative choice' stage. In the later stages, the model does not, clearly, explain the phrase of Goodman, Kenneth, (1967), "the meaning is assimilated with prior meaning." But in spite of all its weaknesses, the model is quite clear as it maintains that reading is a predictive and guessing process; the reader samples from the print, as Goodman, Kenneth, (1967), puts it, "just enough to confirm his guess of what's coming."

**Interactive Approach**

Nunan, D., (1990b), Rumelhart, D. E., (1985) and Grabe, W., (1991), argue that efficient and effective reading comprehension requires, both, top-down and bottom-up decoding.

The reader may use top-down reading to compensate for deficiencies in bottom-up reading. Both, Goodman's and Smith's approaches have some virtues, however, it was felt that neither the bottom-up nor the top-down approach can, sufficiently, interpret reading comprehension process. Rumelhart, D. E., (1977), claimed that the organization of the bottom-up nor the top-down approach to component skills of reading comprehension would not provide explanation to optimal reading fluency. He suggested a parallel, rather than a sequential organization of the component skills of reading through interactive approach which incorporates, both, the bottom-up (lower-level) and the top-down (higher-level) approaches and gives its own views about reading comprehension. Thus, the credit of the interactive model goes to Rumelhart, D. E., (1985) who proposed a more balanced model in which, both, the raw material and reader's expectation are drawn upon before the reader settles upon an interpretation of the text. While the bottom-up approach emphasizes on decoding and the top-down approach emphasizes on the background information, the interactive approach mixes, both, bottom-up approach and the top-down approach. Thus, the interactive model recognizes that the bottom-up and top-down processes interact and operate, simultaneously, throughout the reading process.

Rumelhart, D. E., (1985), says that reading is an interactive process in which the reader applies, both, top-down and bottom-up processes while reading. This amalgaming emphasizes on the interaction of top-down and bottom-up processes, making them operate, simultaneously, throughout the reading process. It means that Rumelhart, D. E., (1985), attempted to devise a model of reading where, both, types of information work together; bottom-up and top-down, before the reader, eventually, reaches to complete interpretation of the text. In other words, the interactive reading model attempts to combine the valid insights of bottom-up and top-down models. It is an attempt to take into account the strong points of, both, the bottom-up and top-down models, avoid the criticisms leveled against the bottom-up and top-down models and make itself one of the most promising approaches to develop a comprehensive theory of reading.

According to the interactive approach, in the first stage, the eyes take information from the text and it sends it to a 'visual information store' or 'icon.' Then, the visual features are extracted from this 'store' and made accessible to the central component which plays the role of the 'pattern-synthesizer' that draws up a variety of information; syntactic, semantic, orthographic and lexical, from the text. This device employs this information to decode the information taken from the 'store' so as to derive out a meaning from the text. Thus, information from all the four sources, mentioned earlier, along with the contextual situation is summoned into the 'message center.' Each source contributes a set of hypotheses about the entities which may be present in the stimulus. Then, the acceptability of each hypothesis is weighed and evaluated by testing it against the information in other parts of the process. This procedure reveals a set of hypotheses which are, mutually, compatible. All the predictions that are consistent with the information from other sources are strengthened while the remaining predictions which are not consistent with the information are discarded. After a repeated checking which is performed, simultaneously, at all levels, the selective strengthening of compatible hypothesis defines a 'set of hypotheses which are consistent with the information. This set of hypotheses is accepted as the final interpretation of the text at each of the different levels of analysis. This means that the higher-level processes can compensate for deficiencies in lower-level processes. Therefore, it is also compensatory in its nature as it allows the use of better-developed knowledge sources when other more commonly used sources are temporarily weak.

This model is interactive in the sense that any stage in the system can communicate with any other stage. In the interactive model, a reader does not follow any one set order, rather, he constructs meaning by selecting information from all sources of meaning such as letters, sounds, words, sentences and context. He, simultaneously, uses all levels of processing, although, at different times, some sources of meaning may be more useful than the others. McCormick, T. (1988), cited in Boothe, K. Leah, B. Walter, and Mary, D. Stringer, (1999), says, "The interactive model suggests that the reader constructs meaning by the selective use of

information from all sources of meaning (graphemic, phonemic, morphemic, syntax, semantics) without adherence to any one set order. The reader simultaneously uses all levels of processing even though one source of meaning can be primary at a given time." Agreeing with Rumelhart, D. E., Grabe, W., (1991), says, "….. reading is interactive; the reader makes use of information from his/her background knowledge as well as information from the printed page. Reading is also interactive in the sense that many skills work together simultaneously in the process." He adds, "interactive approaches can refer to two different conceptions:
i) it can refer to the general interaction which takes places between the reader and the text.
ii) …….refer to the interaction of many component skills potentially in simultaneous operation; the interaction of these cognitive skills leads to fluent reading comprehension."

In order to use the interactive process, the reader needs to possess at least two types of knowledge: The knowledge of form which includes the ability to recognize graphophonic, lexical, syntactic/semantic and rhetorical patterns of language and the knowledge of substance which includes cultural, pragmatic and subject-specific information. The reader uses different kinds of information from multiple knowledge sources which interact, simultaneously, with each other.

According to the interactive approach, there is a constant interaction, in the process of reading, between the reader and the text. The reader employs either the bottom-up or the top-down approach or both of them in order to comprehend the text. It is argued that interaction between top-down and bottom-up processing, constantly, helps the reader in constructing the meaning from the text. It means that, as Carrell, P. and Eisterhold, J. C., (1983), say, there is compatibility between top-down predictions and bottom-up information for the satisfactory interpretation and comprehension of a text. Aebersold, J. A. and Field, M. L., (1997), on their parts say that the selection of the mix of the approaches depends on different factors like the "type of text as well as on the reader's background knowledge, language proficiency level, motivation, strategy use, and culturally shaped beliefs about the reading."

The interactive process believes that reading any text demands the ability, on the part of the readers, to use both skills of decoding and interpretation which depend on internal and external factors. That is, proficient readers are, according to Devine, C. P. J., and Eskey, D., (1988), both 'able decoders' and 'able interpreters' of the text. According to Aebersold, J. A. and Field, M. L., (1997), successful readers have the ability to perform the following, either consciously or unconsciously:

a. Recognize words quickly
b. Use text features (subheadings, transitions, etc.)
c. Use title (to infer what information might follow)
d. Use world knowledge
e. Analyze unfamiliar words
f. Identify the grammatical functions of words
g. Read for meaning, concentrate on constructing meaning
h. Guess about the meaning of the text
i. Evaluate guesses and try new guesses if necessary
j. Monitor comprehension
k. Keep the purpose for reading the text in mind
l. Adjust strategies to the purpose for reading
m. Identify or infer main ideas
n. Understand the relationships between the parts of a text
o. Distinguish main ideas from minor ideas
p. Tolerate ambiguity in a text (at least temporarily)
q. Paraphrase
r. Use context to build meaning and aid comprehension s. continue reading even when unsuccessful, at least for a while.

Unlike earlier models, Rumelhart's model deals with the contextual effects more adequately. However, some other arguments claim that still, it also has some defects. They consider that it fails at several other aspects. It does not tell anything about the basis on which various hypotheses are produced nor does it say anything about the relative importance of the contribution from each knowledge-source. It also does not explain how the influence of each source varies with each reader's strategy and with the reading context, too. It did not also address the role of phonology in reading. However, Rumelhart was aware of the shortcoming of his model. He clarified his point and said that, in presenting this

model, his aim is to give a framework for the development of more models, which are alternatives to the conventional views and to give more importance to, highly, interactive processing.

**Laberge and Samuels Process**

The process of LaBerge, D. and Samuels, S. J., (1974), also came, as modified by Samuels, S. J., (1974). It is an interactive process that tries to cover a broad range of aspects related to the process of decoding the text. It has some advantages over Rumelhart's interactive theory as the latter has its own defects as mentioned earlier. Laberge and Samuels are famous for the concept of automaticity though word recognition is not automatic, but does not require conscious awareness. LaBerge, D. and Samuels, S. J., (1974), say, "Our criterions for deciding when a skill or sub-skill is automatic is that can complete its processing while attention is directed elsewhere." Later on, in (2004), Samuels invoked scheme as a possible explanation of the process of comprehension. According to LaBerge, D. and Samuels, S. J., (1974), a major factor in reading difficulty is the absence of automaticity in decoding. This leads to the overloading of the attentional system by the use of small and meaningless visual units such as individual letters and this creates heavy demands on short-term memory and interferes with the process of clear comprehension. Visual units of different sizes may be used and their size used in word-recognition may vary according to the skill of the reader, his purpose behind reading, the difficulty and familiarity of the words and the context in which the words appear. Many simple techniques such as listening for expression during oral reading in order to build reading fluency and automaticity practice may be required to see whether decoding is automatic or not. In this regard, LaBerge, D. and Samuels, S. J., (1974), insisted on repetition to enhance automaticity because understanding words with a sound spelling form, generally, becomes automatic through repetition of visual and articulatory sequences. It means that LaBerge, D. and Samuels, S. J., (1974), developed the theory of automaticity while they were emphasizing on repeated reading though repetition itself may be a sign of the existence of a defect in reading process.

In addition to the above five models, there is another important model which contributed to enriching the thoughts about reading comprehension. It is the interactive-compensatory model which was developed by Stanovich, K. E. at the end of the 20th. century.

**The Interactive-Compensatory Model**

Stanovich, K. E., (1980a), has introduced and named it as 'interactive compensatory model'. It is a further development of the interactive model. In this model, readers have an opportunity to compensate for their weaknesses in one area by their strength in another area. The compensatory assumption states that while reading, decoding activities processes can support one another in a compensatory way. It believes that a process at any level can compensate for deficiencies at any other level. For example, poor orthographic knowledge may be compensated by good/strong syntactic knowledge. Thus, proposed by Stanovich, K. E., (1980a), this model, adds a compensatory dimension to the interactive model of reading by Rumelhart, D. E., (1977).

Stanovich, K. E., (1980b), argued that the interactive compensatory model is a process that is based on extracting information from many sources such as orthographic, lexical, syntactic, semantic-knowledge, schemata, etc. If the reader, when reading word by word, with good bottom-up skills, does not comprehend the texts, he needs to use his prior knowledge; schemata, top-down and bottom-up processes to assist himself. The reader who relies on the top-down model, uses textual clues and guesses the meaning, but he needs to compensate for deficits such as weaknesses in word recognition and lack of effective bottom-up processing. The readers should make use of the information from their text as well as from their background knowledge to comprehend what they are reading.

However, no one model is perfect in determining the mechanisms of the processes of effluent reading. Mitchell, D. C., (1982), suggests that the models should, clearly, specify the sub-processes that go within the mind of readers, such as word recognition, cohesion, inferencing and comprehension. According to him "A complete model of reading should specify the way in

which the processing sequence can be modified by the reader in his efforts to achieve different goals (e.g. reading for enjoyment, skimming, reading to memorize material, etc.) and the way in which it is varied in response to processing difficulties that arise during reading." The model should determine the control of eye movement, fixation, strategies and techniques used and types of reading involved.

The above concepts, models, processes and approaches of the reading comprehension try to explain how readers construct their meaning from the text and how they compensate for the comprehension deficits which they may face in the process of making meaning from the text they are reading. Successful readers, usually, alter their model according to the need of a particular text and situation. The interactive model, which is the combination of the bottom-up and top-down models, leads the reader to achieve the most efficient processing level of text. As the interactive model can help the readers in achieving successful reading, the teacher, in foreign language teaching situation, should assist learners to build up comprehension of the text by reading just their own mental thinking about the text, giving them the main ideas and getting them think about it and ask questions. The teacher should engineer a middle course to address the potentialities of various learners and promote their abilities to comprehend the text they read because teaching of reading comprehension means helping learners to activate their background knowledge so as to discover the information and to construct new meaning. He should expose them to various types of reading so as to develop their comprehension abilities.

Moreover, university student's level in reading should be much more sophisticated than that reached at the school level because at the university level learners are required to read and understand what they read effectively. As there are demanding expectations for academic success in many areas of higher education, learners need to develop their English reading comprehension abilities to a stronger and more advanced level right from the school level itself. In other words, comprehending texts is crucial for academic success at higher educational levels. In higher education, learners need efficient reading skills to comprehend a

mass of reading materials from various sources related to their studies and specializations. Therefore, reading and comprehending texts efficiently is crucial for university students.

Whatever may be the reading model, process or approach, reading is governed by the type of material the reader reads. In other words, there are different types of reading material which every reader must be acquainted with because they upgrade the reading skill of the reader. These different types of reading are the subject of explanation in the next chapter.

# Types of Reading

There are different types of reading and all of them are learned through reading only as Smith, Frank, (1985), says, "we learn to read by reading."

## Main Types of Reading

Initially, the act of reading is performed in two main ways. They are as follows:

- Oral/Aloud reading, and
- Silent reading.

### *Oral/Aloud Reading*

Oral/Aloud reading, like speaking, is a great art if it is properly cultivated and performed. Its aims had always been to make learners bold and fluent readers who possess the skill of, properly, pronouncing what they read and to see whether they are reading with understanding or they are only 'calling words' and 'barking at print'! When learners start learning to read, whether in the mother tongue or in foreign language, they often read aloud. In the process of oral/aloud reading, poor readers tend to concentrate on individual letters and words as they read so as to pronounce them correctly. Therefore, reading aloud is taught at the initial stages for the learners so as to make them recognize the phonic sounds, learn to say after the teacher and relate what they see to what they hear in the spoken language.

Oral/Aloud reading demands skills in voice, tone, pause and sensing the mood and feelings intended by the author of the text. Even though the major emphasis in reading, today, is on silent reading, however, oral/aloud reading has many merits. It helps the learner to promote his reading skill. According to Amer, A. A., (1997), reading aloud would be more beneficial for the learners when they read larger semantic units rather than just paying attention towards graphic cues. It develops independent learning and puts a foundation for speaking skill. Sally, Gibson, (2008), suggests, "Reading Aloud can also be used as a technique for autonomous learning and may help some anxious students to feel

more able to speak." Moreover, oral/aloud reading can be practiced individually for the purpose of getting qualified to speak the target language.

At the initial stage in foreign language teaching context, children need to practice loud reading because it benefits them a lot. It develops all the sensory and perceptual skills required for performing silent reading. If it is well performed, it leads to better appreciation of the written material and improvement in pronunciation. Good oral/aloud reading can improve the linguistic development of learners. It also enables the learner to share various contents and information among the learning group who listen to him. It also creates good relationship among learners. If a learner reads loudly for others or listens to them while they read orally/loudly, this gives all of them a feeling of pleasure a feeling of pleasure and a sense of active participation in learning. If the reader's reading is hailed by the classmates or the teacher, his confidence in reading is consolidated and hence this motivates him to practice more reading and improve his reading skill. If the learners read orally/loudly, it may also help the teacher to know their specific individual learning needs and detect the type of the errors that might keep them away from reading. De Boer, John and Dallmann, M., (1960), emphasized on providing abundant opportunities to the learners to read meaningful material loudly. The purpose is to help the learner to interpret the printed material, effectively, so that its meaning may be effectively communicated to the listeners.

Oral/Aloud reading is usually adopted in academic environment where the learners read a piece of text followed by the teacher's explanation of the text. It is a good way of checking reader's pronunciation. It can develop, both, 'reading competence' and 'reading confidence.' Practicing reading aloud gives the learner sufficient feedback about their decoding skills, trains them to make accurate relation between graphemes and phonemes. Making accurate connections between graphemes and phonemes is vital in reading in order to develop word recognition, to pronounce and to learn new words. These skills can be developed through oral/aloud reading.

Though the occasions in life for oral/aloud reading may be rare, but it is a great source of useful training to the beginners who learn of English as a foreign language. Huey, E. B., (1972), recognized the importance of reading instruction in classroom through oral/aloud reading, but he considered that it has led to the neglection of learning reading as a source of thought that is usually developed through silent reading. According to him, "Reading as a school exercise has almost always been thought of as reading aloud, in spite of the obvious fact that reading in actual life is to be mainly silent reading. The consequent attention to reading as an exercise in speaking…has been heavily at the expense of reading as the art of thought getting…"

As it is said earlier, oral/aloud reading may be suitable with the beginners. It is particularly beneficial for EFL learners. In fact, it was a popular practice wherever English was taught as a foreign language. It was in fact a tradition in FL classroom to enable learners to transcend the obstacles faced by them at the initial stages of learning the target language and promote their reading skill. Amer, A. A., (1997), says, "Reading aloud by the teacher helps EFL readers discover units of meaning that should be read as phrases rather than word by word. It also helps readers to see reading as a continuous, meaningful process of building larger semantic units rather than focusing on graphic cues. With appropriate practice readers gradually realize that they can achieve a higher level of comprehension by reading larger meaningful units of texts rather than focusing on individual units. The proper production by the teacher of punctuation signals, stress, and intonation may play an important role in this process." In EFL classrooms it is done, mainly, with a focus on perceiving and recognizing the print; the visual input process and producing correct oral sound. Dhaif, H., (1990), says that in the early stages of language learning, learners use to read word by word by breaking the sentences mostly into unmeaningful units and in this way the integrity of sentences is lost and then they become meaningless. For training the learners in the skill of oral/aloud reading, the teacher should have a good knowledge of phonetics to give model reading to learners. He should also have a good ear for detecting errors committed by the learners and make the necessary interference to tackle such

problems. To ensure reaching the level of reading with understanding, the content to be read should be orally/loudly explained by the teacher before the learners are asked to read it orally/loudly.

Reading aloud courses should be introduced in the classroom of English as a foreign language as it has also many daily uses and purposes. Hyatt, Ada, V., (1943), has compiled some examples of the uses of oral/aloud reading in school and everyday life. They are:-

1. Reading orally to present information toward the solution of a problem.
2. Reading aloud to inform an audience or to provide general knowledge.
3. Reading aloud to clarify meanings.
4. Reading orally to share material with another for entertainment, recreation, and appreciation.
5. Reading aloud to recall past action private interest to a group.
6. Reading orally to prove or disprove a statement. 7. Reading aloud to others for the purpose of providing instructions, directions, announcements, invitations, and the like.
8. Reading orally to others a part in preparation for or in participation in a play, a dramatic dialogue, a radio program, a talkie, a shadow graph, a puppet play and a pantomime.
9. Combining reading orally and speaking from notes.
10. Reading aloud to get criticism for the purpose of improving one's oral reading.
11. Reading aloud for personal pleasure.
12. Reading aloud to provide a good standard of oral reading for others.

However, oral/aloud reading is, generally, slower than silent reading. It reduces the learner's reading speed as it involves control of reader's breath, voice and body. This usually happens because the learner focuses his attention on individual letters and word-units. He is concerned with sounding out each word orally/loudly. In oral/loud reading, there are generally more fixations, more regressions and longer pauses than those of the silent reading. The reader exercises more care while reading orally/loudly. Moreover, a lot of reading aloud in FL classrooms has its own shortcomings.

Frisby, A. W., (1957), says, "The danger of too much reading aloud as a method of teaching reading is that it may lead to short circuiting of the meaning whereby the written word does not convey meaning but becomes merely a symbol for a collection of sounds and is translated straight in sounds." Reading orally/loudly indicates a low level in reading skill. Excessive oral/aloud reading may also eclipse the meaning from the students and they will end up deciphering words only. A pupil may read the text orally/loudly without comprehending its content. In such a case, it will be an activity of 'barking at print' and 'word-calling.' The noise also could be a source of disturbance to classes. Therefore, reading orally/loudly should not become a permanent habit.

***Silent Reading***

Silent reading interprets the text only to oneself while Oral/Aloud reading interprets the text to others. To avoid 'barking at print', 'word-calling' and consolidate comprehension, the learner should be trained in silent reading. In this regard, it is an established fact that oral/loud reading does not result into a fair degree of comprehension that is why it is better to be confined to beginners of FL learning. After the learners have learnt about 300 words orally, silent reading may be started and encouraged. Silent reading is also known as BFA; 'Book-Flood Approach', USSR; 'Uninterrupted Sustained Silent Reading' and DEAR; 'Drop Everything And Read.' The objective of silent reading is to make the learner understand concept of the text, develop his thought, increase his stock of vocabulary, put in him the foundation for better writing and get him prepared for written examinations. De Boer, John and Dallmann, M., (1960), give two basic characteristics of silent reading:

1. Most reading outside of school is silent reading.
2. Silent reading emphasizes meaning rather than sound.

Silent reading means that the reader reads the text silently without vocalizing it. It is real kind of reading and the medium through which learners typically comprehend their reading material. It is the ability to read with sustained attention and concentration, ease and comfort, at accurate reading rates and with better comprehension. Therefore, it is important to foster the

learner's skill in silent reading right from the school level. Fedyk, C., (2006), emphasizes the importance of improving learners' silent reading ability. It is in fact a basic skill in present-day society. It makes the message of the text more personal. It is mainly performed to comprehend the text independently and personally. Most of adult reading is silent reading.

Learners of English as a foreign language should be skillful in performing silent reading because silent reading is an efficient way of reading and is useful to learners as it helps them to work at their own pace. Good silent reading skill prepares learners for library reading on their own. It helps them to develop, both, speed and comprehension, hence, the speed of reading will increase and the time and energy are saved. Through silent reading, the learner can concentrate on the meaning and assimilate more information without bothering about pronunciation as it is the case in oral/aloud reading.

Independent silent reading requires a sufficient command over the language to comprehend the message of the text. Word-recognition, knowledge of meaning of vocabulary items and comprehension ability are essential skills for silent reading and silent reading, on its turn, contributes in developing them; particularly, vocabulary. Therefore, Krashen, S. D., (1993), called silent reading FVR; 'Free Voluntary Reading.' According to him, silent reading is the primary source of vocabulary building.

Silent reading involves not only reading for understanding the gist of the text or looking for some specific piece of information, but also for comprehending the intended message, idea and style of the writer. Therefore, difficult texts and unfamiliar grammatical forms should be avoided as they hinder the speed of reading. Graded-story books are the best tools to accomplish this task because the material to be read silently must be easy to read.

Silent reading gives way to two types of reading. They are as follows:

- extensive reading.
- Intensive reading and

- ***Extensive Reading***

Extensive reading is the activity that is performed in an informal environment. It is the mature rapid reading where the readers read silently with fluency and comprehension. It is, mainly, a method of being accustomed to learning to read by reading a lot of material which is interesting and easy to understand; reading a long text such as a novel or a short story, mainly, for pleasure or general information. Extensive reading, as Grellet, F., (1981), puts it, is reading "longer passages, texts, usually for one's own pleasure. This is fluency activity, mainly involving global understanding." It involves the ability to read, quickly, large quantities of longer reading material for general understanding and with the focus on the meaning of what is being read than on the language or its form as it aims at a general understanding of the written material. In other words, language study is not the aim of extensive reading. It is only a by-product of that effort.

Defining extensive reading Nuttall, C., E., (2002), says, "Extensive reading is the reading done leisurely outside the class. Getting students to read extensively is the easiest and most effective way of improving their reading skills. It is much easier to teach in favorable climate, where reading is valued not only as an educational tool, but as a source of enjoyment." Kembo, J., (1993), writes about it by saying, "Extensive reading refers to the less rigorously supervised reading that pupils will do both in and outside the classroom. The texts read will normally be those of their own choosing, even though the teacher's guidance will be crucial at the beginning."

The main aim behind helping learners with extensive reading should be to train them to read fluently for their own enjoyment. It should be made a hobby and not an end in itself and in such learning context, the target language becomes a vehicle, a tool and a model that elevates reading skill of the learner. Hence, extensive reading aims at cultivating reading habits, enriching knowledge, enabling readers to read with comprehension and speed, developing vocabulary, confidence in dealing with various skills of the language and developing good potentialities in writing skills.

In extensive reading, learners may find the textbooks uninteresting or demotivating. In such a case, it is imperative that easy, authentic, interesting and appealing materials for extensive reading should be prescribed. In other words, learners should be given materials that are interesting to them and therefore material for extensive reading should be, carefully, selected and prescribed to learners so that they may find it interesting. Nuttall, C., E., (2002), says, "For extensive reading, the criteria of readability and suitability of content are even more important than for use in class, because we expect the students to read the books on their own." Moreover, the texts for extensive reading should contain issues similar to those which learners come across in their daily life. Learners should be encouraged to read, widely, on subjects which interest them, personally, such as artistic, political, social or scientific topics. They should share what they have enjoyed and understood with their classmates. In this regard, they may discuss, with their classmates, not only the content of topics, but also the implications of what they have understood.

The selection of texts depends on the level of linguistic competence of the learners because linguistically difficult material will kill reading motivation in them whereas easy material will affect the level of their reading attention. Simple, appealing, simplified and authentic supplementary readers are, usually, prescribed for the purpose of extensive reading in order to encourage learners to get engage in more reading to inculcate in them the love for reading and make it as a hobby. Learners themselves may select supplementary reading according to their own proficiency in the target language and according to their interest and decision when to read and where to read. It means that the teacher does not teach these supplementary readers, rather, it is the learner who reads them at home.

Extensive reading may be performed as a silent reading in the class if there is a sufficient time and then the teacher can test learner's level of comprehension by asking a few questions about the content of the reading material. If the learner wants to know the meaning of an unfamiliar words, he may consult a dictionary, but he may do so only if those unfamiliar words are crucial to the process of understanding the reading material because extensive

reading means reading in quantity without stopping at each and every unknown word or structure. It means that in extensive reading, learners are not required to go into a detailed examination of the text, they are, rather, required to look for some needed information or just to get the gist or general idea of the text. In other words, the reader does not indulge in searching for details of the text, but he tries to derive a general picture of the text. Munby, J., (1979), states, "Extensive reading skills are not concerned with a detailed examination of the text but involve, for example reading for some specially required information or to get the gist of or general picture of the passage, chapter, and book." Thus, extensive reading is not done to search for minute details. Rosalind, Percy, (2012), says that extensive reading is a non-detailed study of texts, books or magazines. It may be done for the purpose of collecting some information or merely for pleasure. Hence, it may be utilized when there are abundant materials to be read for general reading exams, preparing assignments or reading for pleasure.

Although extensive reading programs come under different names such as BFA; 'Book-Flood Approach', USSR; 'Uninterrupted Sustained Silent Reading' and DEAR; 'Drop Everything And Read', all of them share the same purpose; a learner reads large quantities of texts in an environment that encourages a life-long reading habit. It is the types of reading in which the teachers attempt to establish a reading culture in learners so that they may read a lot. In this way, readers read extended texts or a large number of books to increase their reading speed and fluency as well as improve the habit of reading in a foreign language.

Extensive reading plays important roles in fostering learner's skill in reading. Bell, T., (1998), through an empirical study, gave the following roles of extensive reading courses in improving and developing learner's skill in reading:

- It can provide 'comprehensible input'.
- It can enhance learner's general language competence.
- It increases the student's exposure to the language.
- It can increase knowledge of vocabulary.
- It can lead to improvement in writing.
- It can motivate learners to read.

- It can consolidate previously learned language.
- It helps to build confidence with extended texts.
- It encourages the exploitation of textual redundancy.
- It facilitates the development of prediction skills.

Extensive reading has many benefits to the learners. Davis, Colin, (1995), has found four important benefits of extensive reading:

- Reading Skills: Pupils were more positive about starting new texts. Their imaginative responses improved … they came to see reading as a pleasurable, rather than a stressful activity.
- Language Skills: Pupils developed a wider active and passive vocabulary.
- Personal Growth: pupils showed a more positive attitude to studying in general. They developed a wider knowledge of the world … imaginative scope was enlarged, and they were generally more mature.
- Examination: Better results were obtained in all English – medium subjects.

Day, R. R. and Bamford, J., (1998) identified ten characteristics for a successful extensive reading program:

- Students read as much as possible, perhaps in and definitely out of the classroom.
- A variety of materials to on a wide range of topics is available so as to encourage reading for different reasons and in different ways.
- Students select what they want to read and have the freedom to stop reading material that fails to interest them.
- The purpose of reading is usually related to pleasure, information and general understanding. These purposes are determined by the nature of the material and the interest of the student.
- Reading is its own reward. There should be few or no follow-up exercises to be completed after reading.
- Reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar. Dictionaries are rarely used while reading because the constant stopping to look up words makes fluent reading difficult.

- Reading is individual and silent at the students' own pace, and outside class done when and where the student chooses.
- Reading speed is usually faster rather than slower as students read books and other material that they find easily understandable.
- Teachers orient students to the goals of the program, explain the methodology, keep track of what each student reads, and guide students in getting the most out of the program.
- The teacher is a role model of a reader for students- an active member of the classroom reading community, demonstrating what it means to be a reader and the rewards of being a reader.

Due to these roles and benefits of extensive reading, teachers in FL teaching situation should encourage learners to do a lot of extensive reading on varied subjects at their own time and learners should develop the habit of extensive reading outside the classroom because the class time is short whereas the amount of reading needed to achieve fluency and efficiency in reading is very great, extensive reading is necessary. Reading in contexts outside the academic classroom such as daily encounters with newspapers and e-mails or reading novels for entertainment represent important aspects of the development of reading skills.

As poor readers of English as a foreign language may find it difficult to process the text, they do not enjoy reading in English language. To overcome this problem, such learners need further help by incorporating extensive reading. Day, R. R. and Bamford, J., (2005), have strongly stressed the need for incorporating extensive reading into EFL curriculum in order to motivate learners to learn to read. This is the best way for improving learners' reading skill. In fact, extensive reading plays a crucial role in improving learners' gain in a foreign language. Its level of efficiency in improving the target language comes second to the level which is achieved from living among the speakers of the target language. Nuttall, C., E., (2002), was right when he said, "The best way to improve your knowledge of a foreign language is to go and live among its speakers. The next best way is to read extensively in it." Day, R. R., (2004), strongly, recommends EFL students to undergo extensive reading. He asserts, "Good things happen when EFL students read extensively. Studies show that they not only become

fluent readers, but they also learn new words and expand their understanding of words they knew before. In addition, they write better, and their listening and speaking abilities improve. Extensive reading activities such as the two described in this article make student reading a resource for language practice in reading, vocabulary learning, listening, speaking, and writing." Davis, Colin, (1995), on his part says, "any …EFL … classroom will be the poorer for the lack of an extensive reading programme of some kind, and will be unable to promote its pupils' language development in all aspects as effectively as if such a programme were present." Day, R. R. and Bamford, J., (2005), have given three ways as to how to integrate extensive reading in EFL curriculum. They are:-

- "……..through a separate extensive reading course in which students read and report on their reading to the teacher and other students.
- Incorporating a certain amount of extensive reading in to a course already in the curriculum, regardless of the content of that course…….., and,
- through an extracurricular reading club."

Thus, extensive reading can play a vital role in foreign language learning as it is the only way in which a learner can keep contact with English language after the learner had completed the educational course. It should occupy an important place in the process of foreign language learning as it is a learning activity that can be carried out by the learner himself, independently, outside the classroom. It consolidates the regular learning that takes place in the classroom and provides valuable reinforcement of the language already presented in the classroom. It gives learners useful practice in skills such as understanding the meaning from the context even when structures and vocabulary are new and not familiar to them. Furthermore, as extensive reading is, or should be, reading for pleasure on topics that of interest to the learners, it increases learners' motivation and gives them a more positive attitude towards the target language. It also provides the learner an excellent opportunity to increase reading speed because this skill is rarely developed in the ordinary English language classroom. As the learners are reading for pleasure, they will be eager to know what

happens next and will therefore try to read faster. Thus, the more the learners read, extensively, the faster they learn to read.

Although extensive reading involves a lot of reading which is better to be performed out of the class, some class time has to be devoted to it so as to maintain the learners' interest in it and train them how to cope with longer texts because learners who have not made reading as a habit or hobby, often do not like long books prescribed for supplementary reading. Such learners need help and encouragement through organized guidance to develop and maintain their interest in supplementary reading. The teacher may give them lists of authentic books which are short and graded for the purpose of easy reading and enjoyment. In the higher classes, extensive reading must be made compulsory, followed by summaries of the books which have been read.

- ***Intensive Reading***

Reading skill can be qualitatively achieved through the activity of intensive reading. After the oral work involving essential patterns and forms of utterances has been done, learners are supposed to get engaged in intensive reading of the, carefully, selected and graded course-book. Brumfit, C. J., (1977), termed intensive reading as 'reading for accuracy.' Intensive reading, as explained by Rosalind, Percy, (2012), is a detailed study of a text in the regular class. It is done like a scanning through which the learners are introduced to new lexical items and structures.

Intensive reading differs from extensive reading. When a reader reads, accurately and carefully, shorter-texts like a research-paper for the purpose of extracting specific information, he reads slowly and intensively. Intensive reading has many sub-skills that the learner should possess. Nuttall, C., E., (2002), has divided intensive reading into 'skill-based' and 'text-based' reading. In a skill-based lesson, "the intention is to focus on a particular skill, for example, inferencing from context. In order to develop this, a number of texts may be used, each offering opportunities to practise the skill" whereas in text based-lesson, "the text itself is the lesson focus, and students try to understand it as fully as necessary, using all the skills they have acquired." In intensive reading, learners, normally, work with short texts with close guidance from the

teacher. Hence, intensive reading is a careful reading of, comparatively, shorter text than that which is used in extensive reading. It is an accurate reading of shorter texts to extract specific details about specific information. In intensive reading, the learners have to guess the meaning of words, sentences and paragraphs and then they have to extract the meaning and information which are given in the text on the basis of their own linguistic and background knowledge. However, intensive and extensive reading, should not be considered as opposite to each other. In fact, they serve different complementary purposes.

The basic aim of intensive reading is to obtain a clear, accurate, detailed and complete understanding of the meaning of the text. It is meant for careful and thorough examination of the text under the guidance of the teacher or for research purposes. Nuttall, C., E., (2002), suggested twelve basic aims and objectives of the intensive reading programme. According to her, after completing a reading course, the student will:

- "Use skimming when appropriate to ensure that he reads only what is relevant, and to help subsequent comprehension.
- Make use of non-text information (especially diagrams etc.) to supplement the text and increase understanding.
- Read in different ways according to his purpose and the type of text.
- Not worry if he does not understand every word, except when complete accuracy is important.
- Recognize that a good writer chooses his words carefully and would have meant something different if he had chosen A rather than B. (An advanced student will also be able to explain the difference.)
- Make use of the reference system, discourse markers, etc., to help himself to unravel the meaning of difficult passages.
- Be aware that a sentence with the same signification may have a different value in different contexts; and be able to identify the value.
- Be able to make use of the rhetorical organization of the text to help him to interpret a complex message.

- Be aware that a writer does not express everything he means, and be able to make inferences as required.
- Be aware that his own expectations influence his interpretation and recognize those occasions when the writer's assumptions differ from his own.
- Be aware, when necessary, that he has not understood the text, and be able to locate the source of misunderstanding and tackle it.
- Respond fully to the text in whatever way is appropriate.

To make learners achieve the above aims of reading comprehension, the teacher has many tasks to perform. Some tasks which have been provided by Nuttall, C., E., (2002), may be suitable in foreign language teaching situation. She says that in an intensive reading lesson, the task of the teacher is to provide reading-text and tasks to the learners and then leave them to deal with the material and tasks. The text should be well-selected according to the level of the learners' linguistic proficiency. The teacher must not do much of the work in the reading-lessons. He should leave the exercises and tasks to the learners and just encourage them to tackle them. It is the role of the learners to read and understand the overall meaning of the text. Nuttall, C., E., (2002), has further described the teacher's responsibilities, briefly, in the following terms:

a) Finding out what our students can do and what they cannot, and working out a programme aimed at giving them the skills they need.
b) Choosing suitable texts to work on.
c) Choosing or devising tasks and activities to develop the required skills.
d) Preparing the class to undertake the tasks.
e) Making sure that everyone in the class works productively and extracting maximum effort and best results by encouraging the students; and by prompting and probing until they produce the answer, instead of telling them what it is,
f) Making sure that everyone in the class improves steadily according to his own capabilities.

Learners, on their parts, have to know what the text means and how the meaning is extracted. Nunan, D., (1990a), has taken

some of the different tasks-type from Brosnan, D., et. al, (1984), which are usually carried out in day-to-day life and they may require the one or the other reading skills or strategies for their operation. These tasks-type show that we need to be successful readers who have the knowledge of the writing system (graphemes), the knowledge of the language (morphology, syntax, and semantics), word-attack skills; (decoding skills), grammatical knowledge to know meaning, a reading style appropriate that enables us to do so, strategies for different purposes and the ability to interpret the knowledge of the world.

Learners of English as a foreign language should be skillful in performing intensive reading. An intensive reading programme, if implemented properly, can train learners in reading any text, accurately and carefully, at an appropriate speed and with adequate level of understanding. To make intensive reading profitable, careful treatment of vocabulary and grammar may be made. Vocabulary in the text may be classified as passive or active and their meanings given to the learners. Active vocabulary needs a through treatment with contextual meaning and self-explanatory sentences whereas passive vocabulary may be looked up in the dictionary by the learner. Grammar items also should be dealt with through exercise activity at the end of each unit in order to enable learners to learn the correct usage of structures.

## Other Types of Reading

There are also some other types of reading which gained prominence. They are scanning, skimming, guessing, previewing, cursory reading, study reading, critical reading, careful reading, etc. It will be very beneficial if learners of English as a foreign language get trained in some of them. Some of them may by explained as follows:

### *Scanning Reading*

Scanning reading is adopted to search for specific information. It is the process of scanning the details of the text, quickly, until the specific information is located. The reader who scans the text, aims to perform a detailed study of what he is reading and therefore he would read all the matters related to that specific information. Here, he performs mini research on the information

and that is called scanning. By practicing scanning, the reader's aim is not to comprehend everything and study carefully even the structure and vocabulary of the language of the text, rather, it is generally adopted when looking up the meaning of a word in a dictionary to find out the meaning of a particular word, looking into a directory, a catalogue, checking telephone and electricity bill and invoices, scanning newspaper or magazine, looking for the price tag on particular items or commodity, looking for a name, a number, a date, short phrases or key words containing the required information, etc. Thus, scanning is more focused and attentive to get a specific information. It requires possessing the ability to reject or pass over irrelevant information. For this purpose, the reader gives a rapid glance to the text to find out some specific information. Rosalind, Percy, (2012), explains that scanning is done when a reader wants to have a thorough study of the text. When scanning, a reader, quickly, goes through the text in search of a specific information; for example, searching for a specific name, date, word, phrase, figures or percentage.

This means that while scanning, readers do not need to follow any linearity limits, rather, they simply have to move their eyes, quickly, through the text until they locate what they are looking for. Urquhart, A. H. and Weir, C. J., (1998), consider scanning as a reader-driven process and the text is processed at the surface level rather than at the deep structure level. According to them, "……the reader might scan by decoding alone, without accessing the meaning and phonological representation of the words. Whatever is the case, the monitor can be envisaged as set at a simple yes/no level, checking only to see if the word or words being scanned fitted the search description or not. If it did, then the search would be over; if not, the word would be rejected, and the search continued. There is no need to complete the reading of the sentence, or to integrate the word into the structure of preceding text. Checking the coherence of micro propositions would seem to be redundant, and there seems little use for any sort of macrostructure to be built up."

As the aim of scanning is to make the learners practice scanning and possess the skill to locate, quickly, the required information, the teacher should give them a specific problem to

solve, as quickly as it may be possible. In other words, in scanning, reading is done at a rapid rate, and as Nuttall, C., E., (2002), says, it "can be profitably conducted as races." She has suggested the following questions that a reading teacher may give to his learners to practice scanning:

- Look at page and find out when Shakespeare died.
- How many times does the word "this" occurs on this page?
- (using a page from an index) On what page is the topic of evolution mentioned?
- (Using a page from a telephone directory) What is the telephone number of J. A. Brown?
- (Using an article, possibly one with subtitles) Does this article deal with -----? Where? (Note: if you list a topic that is not dealt with, the student will have to skim rather than scan in order to be sure it is absent).

Learners of English as a foreign language should be skillful in performing scanning reading as it helps them in becoming more focused and attentive while searching for specific information.

***Skimming Reading***

Skimming is an activity of fluent reading for information. It is the activity of going through a text in order to find out the extent of its suitability for providing a specific purpose. Lewis, Norman, (2005), defines: "...skimming is getting the essence of material without all of it." Skimming, according to Grellet, F., (1981), "is … a more thorough activity which requires an overall view of the text and implies a definite reading competence." In skimming, the reader takes a moment to preview the target text; reading quickly, without pausing to study the details of the text. He makes a general survey of a longer section before halting to read it, carefully, or determine whether the section gives the required information or not. When skimming, a reader quickly goes through the text to get an overall gist of it. It is a technique that involves giving a quick glance through a text in order to get the main or general idea in the text, understand the general content and find whether the text contains the information relevant to the requirement or not. It is applied in reading to see what the content of the text is about and whether the text needs a detailed study or

not. It means that when a reader reads for information, his main aim is to have a general comprehension and not a detailed language study; looking for key words and locating the exact place where needed information may be found. Therefore, he locates the topic's sentences and ignores unrelated details as he wants to focus only on what interests him. For example, when a reader wants to locate a particular word in a dictionary, he skips many words and thumbs through lists of words until he locates the target word and understands its meaning. He doesn't bother to read anything more than that.

Skimming is done a little faster than the normal reading, but it should not be done as if the reader is engaged in a race. It is reading at the fastest rate that a reader can accomplish in order to get the gist of the content. The reader runs his eyes over a piece of a text, overlooks insignificant words, reads the topic sentences of the paragraphs, quickly, and then he concludes the sentence in the last paragraph to get a general superficial idea about the content. It means that in skimming, the reader doesn't read through the text minutely and completely. He leaves out, selectively, many parts of the material and the consequence of this high acceleration in reading is a lowered comprehension.

The reader skims through the text when he has a lot of material to read within a limited span of time. He makes a judicious and selective skipping of nonessential or less essential contents of the text. Thus, skimming is a perception activity. It means that, in skimming, the insignificant and irrelevant words are avoided while all the meaning-bearing elements are focused on because they contain the required information. Lewis, Norman, (2005), puts it, "In all the phrase-perception activity, the focus is on to ignore unimportant words in order to respond to the meaning of a phrase in a single, split-second fixation."

Hence, skimming is a kind of superficial reading in which the eyes run over the text and stop only where the reader finds the information he wants. It is useful because it is the most rapid kind of reading. It is an indication of good study habits as it saves time and energy and facilitates the spotting of the pertinent information required by the reader.

There are different types of skimming. They are:

- Slight skimming,
- Partial skimming, and,
- Complete skimming.

In the slight skimming all the insignificant contents of the material are, quickly, skimmed to have a glance at the text in general so as to catch a few words to know the content of the text. In partial skimming the reader goes through the text to pick up the main details that support the theme. It is usually adopted when reading material is long, tiresome and the theme is unclear. Complete skimming is adopted when there is no sufficient time to read the text. Therefore, the main theme is looked for and all the details and unnecessary contents are discarded. Complete skimming is performed when there is need to review or revise the text, prepare for examination and recall or refresh specific points as it can produce effective recalling of the previously read sections of texts in minimum time and effort and with maximum success.

One of the aims of skimming is to build up a kind of confidence in the learners by making them know how much details they can collect by, simply, looking at some contents of the text. Urquhart, A. H. and Weir, C. J., (1998), have suggested some purposes for using skimming. They are as follows:

- to establish a general sense of text.
- to quickly establish a macro propositional structure as an outline summary.
- to decide the relevance of texts to established needs.

  Possessing the skill to skim in reading is important for learners who learn English as a foreign language. In the FL reading class, the teacher can train learners in skimming by fixing a time limit and instructing the learners to skim the given material in the given time. Nuttall, C., E., (2002), has suggested some of the specific questions that a reading teacher may give his learners to solve in order to practice skimming:

- What (methods of plant propagation) are dealt with in this article?
- Which of these titles fits the text best? (Note: The titles should not differ in subtle ways; if they do, the question can only be answered after careful reading).

- Which of these topics are dealt with in the text? (A list of topics is given).
- Which of these pictures/ diagrams etc. illustrates the text? (Several pictures etc. are supplied).
- Which text belongs to this picture/ diagram? (One picture and several short texts are supplied).
- Which of these texts deal with (method of plant propagation)? (Several texts supplied; one or more deal with the given topic).

Urquhart, A. H. and Weir, C. J., (1998), have also suggested some of the operations that a reader can use while skimming a text:

- identifying the source. reading titles and subtitles.
- reading the abstract carefully.
- reading the introductory and concluding paragraphs carefully.
- reading the first and last sentence of each paragraph carefully.
- identifying discourse markers.
- noting repeated key content words.
- identifying markers of importance.
- skipping clusters of detail. glancing at any non-verbal information.

However, this fast type of reading, according to Grellet, F., (1981), does not, certainly, mean that the learners should be taught to read in this superficial way only. Learners should realize that this is a way to make them proficient enough to know about their reading needs and then read more carefully. However, the learners of English as a foreign language should be skillful in performing skimming reading as it helps them in possessing fluent reading for information.

***Guessing Reading***

Guessing is a pre-reading activity which is, widely, applicable in every sphere of learning. It is a technique of hypothesizing the meaning of words or phrases, therefore, it is termed as guessing. Oxford Dictionary, (1996), gives the meaning of guessing in reading as “to estimate without calculation or measurement”, “to form a hypothesis or opinion about”, “to

conjecture." It aims to form an opinion on incomplete information about the text. A reader may face a word or a phrase that he is unable to find in the dictionary and therefore he may form opinions based on many indications which are present within the text itself. He may understand the relation between the words in meaning and form. There are two situations where the meaning of a word can be deduced by way of guessing. It can be done from the context or from the form of the word itself. As far as the context is concerned, the framework of the sentence and theme of the content give suggestions to guess the meaning of the word. Moreover, the preceding or the following words, usually, propose the meaning of unfamiliar words. Therefore, meaning can be guessed from the immediate context in which the word occurs. As far as the form of the word itself is concerned, the reader may know the meaning of the unfamiliar word in a text by looking for the clues in the text, the structure and the grammatical class of the word. He may also break the word into its components, i.e., the root, prefix, suffix, infix and stem or check grammatical category of the word.

Intelligent guessing about which textbook, chapter or section of the reading material contains the required information is performed by using a small sample of the reading-material. If the learner knows more about the subject, it will be easy for him to predict about the required information because he can relate the samples of the new text to his background knowledge and guess the required information. However, when learner's knowledge of the subject is limited, he has to make maximum use of all the available clues to predict about the required information. Making predictions from book-titles, chapter headings and text samples may also help learners make the right choice about what to read and save his valuable time, as well. When suitable texts, paragraphs or chapters which are most appropriate to one's needs are identified and located, it will be beneficial to see what help is given in each texts, paragraphs or chapters to make guessing and get the required information. The learners of English as a foreign language should be skillful in performing guessing reading as it helps them in hypothesizing and possessing an opinion about what they read.

***Previewing Reading***

Previewing is a pre-reading technique in which the reader, quickly, glances at the whole content of the text or surveys it without looking into every portion of the content, but by looking for only some manifestations which are, easily, caught by eyes such as the heading, subheading, pictures, figures, italicized words/sentences, capital letters, bold letters, etc. It is a valuable reading technique that enables the reader to have an idea about the text. Zimmerman, C. B., (1997), says, "Previewing increases the salience of target vocabulary, ensures more repetition in terms of input and possibly output, allows learners to meet lexis in both partially decontexualised and fully contextualized settings, which has been found conducive to acquisition." The learners of English as a foreign language should be skillful in performing previewing reading as it helps them to have a quick idea about what they are reading.

***Search-Reading***

Search reading is different from scanning, skimming and guessing. In search-reading, the purpose of the reader is to locate information on a predetermined topic and not to read the whole text. According to Urquhart, A. H. and Weir, C. J., (1998), in search reading, it is not essential for the reader to establish a macro propositional structure for the whole text. However, like skimming, search-reading is also a rapid and selective reading activity, but it is more attentive, accurate and careful than skimming. In search-reading, when the text has been selected, the reader can skip over a group of synonymous words and expressions and then make use of his formal knowledge of text-structure to perform his search. Urquhart, A. H. and Weir, C. J., (1998), have suggested some of the operations that a reader can use while practicing search-reading. They are as follows:

- Keeping alert for words in the same or related semantic field (unlike scanning, the precise form of these words is not certain).
- Using formal knowledge of text structure for locating information
- Using titles and subtitles.

- Reading abstracts where appropriate.
- Glancing at words and phrases.

The learners of English as a foreign language should be skillful in performing search reading as it helps them in their academic persuasion.

***Cursory-Reading***

In this type of reading, the reader reads the text as rapidly as it may be possible in order to locate and select the required information. It means that he skips over the unknown words so as to obtain a general or main idea about the content of the text. Cursory reading is similar to skimming, but it requires reading the main units in more details than what is done in skimming. It is useful as it reviews, previously, read material in order to make a summary of the content of the text. Learners of English as a foreign language must have the skill to perform cursory reading as it is crucial for academic and other purposes.

***Study Reading***

In study reading, the rate of the speed of reading is adjusted according to the grade level of the learner and his proficiency in reading. It is performed in order to obtain the greatest possible understanding of the written material which is being read. Learners of English as a foreign language should be able to perform study-reading as it is important for their academic persuasion and higher studies.

***Critical Reading***

The term ‘critical’ refers to the readers’ way of relating, newly, acquired knowledge to the knowledge he already possesses in an analytical and critical way. By critically analyzing various aspects of the text, it is evaluated to study some of its aspects. Through critical reading, the writer’s intended meaning is examined according to the critical vision of the reader and his evaluative understanding of the text to come to conclusion. It means that critical reading conducts a critical evaluation and analysis of the aspects of theme, style and idea present in the text. After looking, critically, at any written text, it is essential for the

reader to establish views and opinions on the topic so that he can react to the writer's opinions instead of just, uncritically, swallowing the writer's views. In other words, the reader should be, intellectually, capable of arguing with the text and deciding whether to accept or reject the writer's views. Thus, critical reading involves the skills of building up a critical judgement about the content of the text. It depends on, both, reader's new knowledge and the background knowledge which is stored in his mental structure, the previous experience in life which he underwent and his critical faculty.

This critical faculty should be possessed by the learners of English as a foreign language. Therefore, training learners of English as a foreign language in conducting a critical evaluation and analysis of the material they read is very crucial. Clark, M. A. and Silberstein, S., (1979), explain, "Critical reading is required to push students beyond the 'thorough comprehension' stage of reading, to encourage them to react to readings with the same critical judgments they probably exercise when reading in their native language." They further suggest that to build critical reading skills in learners, they should be given the text that enables them to establish a critical response. The critical response is the reader's reactions to the content of the written message and his impressions and opinions about it. The reader should be able to employ class-discussion, interaction and references from the text in order to support his argument and present his critical judgments supported with evidence. Establishing a critical response depends on the extent of the reader's understanding and evaluation to establish a conclusion about the theme of the text. In this regard, the role of the teacher is to encourage the learners to examine, thoroughly, the text and to apply their critical faculty on it so as to come out with a critical conclusion. To foster this process, the teacher may promote classroom discussions without leading the learners to any prejudgment about the theme of the text. He should give an opportunity to the learners to develop their own critical views on the subject-matter rather than giving them his own opinion or ideas on the content of the text. The teacher should also use strategies which facilitate texts-analysis and question-raising. He should

question the conclusions of, both, the reader and the writer if they are not apt conclusions.

***Careful Reading***

Careful reading is, mainly, associated with reading textbooks. The reader reads, decodes and comprehends the text, carefully and thoroughly, in order to know the main idea(s) by distinguishing it (them) from the supporting details. Then, he generates a representative understanding of the development of the argument presented in the text and comprehends its logical organization.

The characteristics of careful reading according to Urquhart, A. H. and Weir, C. J., (1998), are as follows:

- The reader attempts to handle the majority of the information in the text, that is, the process is not selective.
- The reader adopts a submissive role and accepts the writer's organization, including what the writer appears to consider the important parts; and,
- The reader attempts to build up a macrostructure on the basis of the majority of the information in the text.

Learners in the context of learning English as a foreign language should train themselves in careful reading as it helps them in their academic journey.

***Digital-Reading***

It is a new form of reading that has emerged with the emergence of digital technology. They are in the form of SMSs, e-books and similar material which are performed through the internet and other digital forms and devices. Through this form of reading, learners send and receive such electronic contents which demand efficient understanding of the contents and then, electronically, interacting with them. As these contents are available on the net, practicing browsing reading skills is necessary to access them.

It is important to teach learners all these types of reading during their schooling journey so as to qualify them in different types of reading. This can't be done without knowing how to teach reading. Whatever may be the reading purposes, strategies,

processes, skills and sub-skills, models, approaches and types of reading, teachers should know how to teach students the skill of reading. He should find a way to teach reading. The next chapter may help the teacher to devise a way to teach reading.

However, the types of reading will, naturally, guide us towards probing the methods of teaching reading. The teacher should also be acquainted with the major methods of teaching reading so as to engineer a middle course that enables him to device his own way of teaching learners the skill of reading.

# Methods of Teaching Reading

## Introduction

Throughout the history of teaching reading, scholars did not agree about a single method of teaching it. There was always a controversy about which approach of teaching reading to follow. Let's take just an example which shows the views of a few scholars so as to reflect the controversy and disagreement about the methods of teaching reading. For example, as early as 1942, Bloomfield, L., claimed that the findings of linguistic researches could, profitably, be used in improving teaching reading skill. This claim formed the basis for the Bloomfield-Barnhart book, 'Let's Read: A Linguistic Approach', which has been published after Bloomfield's death in 1961 which influenced some teaching circles. Bloomfield, L. and Barnhart, C. L., (1961), viewed reading as a process of relating sounds of spoken language to their symbols in writing. They said, "In order to read alphabetic writing one must have an ingrained habit of producing the phonemes of one's language when one sees the written marks which conventionally represent the phonemes It is this habit which we must set up in child who is to acquire the art of reading. If we pursue any other course, we are merely delaying him until he acquires this habit in spite of our bad guidance." This is, essentially, the same approach put forward by Sofietti, J. B., (1955), who says, "Obviously, reading will be an easy or difficult skill to learn, depending on the ease or difficulty encountered by the individual in the perception and vocalization of written forms, that is: in recognizing what sounds the written forms are meant to spell".

Then, Fries, C. C. came forward and introduced an approach in his book, 'Linguistics and Reading', (1963). Like Bloomfield, he also emphasized the importance of the code- breaking-aspects of learning to read and comprehend. Fries, C. C., (1963), said, "The process of learning to read in one's native language is the process of transfer from the auditory signs for language signals, which the child had already learned, to the new visual signs for the same signals."

However, Fries, C. C., was different from Bloomfield in the sense that he insisted on what he called, 'complete meaning responses' from the time the learner begins to learn reading. Fries, C. C., asserted that what was of critical importance in reading activity was not the spelling that Bloomfield had recommended, but the ability to make visual discriminations between whole words and whole patterns or units of meaning. Hence, it can be said that Fries' method was, in fact, a 'word method' that reigned for some time. In a letter, Fries, C. C., (1963), said, "Our approach is certainly not a phonic approach. It is not an approach that gives primary emphasis to decoding. We should have to insist that our type of approach gives primary emphasis to reading for meanings." Reading, according to Fries means reading for meanings; for the reader is concerned with the lexical meanings of words, the structural meanings of sentences and the cumulative meanings of the succession of sentences that form paragraphs.

Fries, like Bloomfield, believed that a learner of reading is, subconsciously, aware of the different kinds of meanings in his language which became accessible to him through the medium of a printed text. Wardaugh, R., (1968), explained Fries' views by saying, "Fries held the view that reading is a kind of high-speed recognition of meanings already familiar to the reader."

Therefore, the teaching materials based on the approaches of Bloomfield and Fries concentrated on the skill of code-breaking of the written text. These materials, says Wardaugh, R., (1968), "contain virtually no indication that the possible linguistic contribution to reading involves anything more than the systematic introduction of regularities and irregularities of English spelling." Lefevre, C. A., (1964), in his book, 'Linguistics and the Teaching of Reading', identified the inadequacy of Bloomfield's and Fries' approach which considered the word as the basic unit of language and reading. Teaching learners to recognize words in lists was considered by him as a practice of 'word calling.' He proposed, instead, a 'sentence method' of teaching reading skill and considered that instead of letting a learner start on word patterns of learning reading, it is better that the learner starts with reading sentence patterns present in the learner's oral language and then

move him to more mature sentence patterns as his language develops and his reading skill improves.

Chall, J., (1967), tried to summarize the controversies on how reading should be taught in the following words: "...the many issues may be boiled down to one big question: Do children learn better with a beginning method that stresses meaning or with one that stresses learning the code?" Such a question shows the importance of searching for a suitable method or approach to teach the language in general and reading skill in particular. The method or approach should be suitable with the specific teaching context; English as a foreign language. This is, basically, because contexts vary and learners also vary in their learning styles, priority, needs and learning situation and learning reading skill is no exception to this. The previous chapters show that reading skill is a complex skill and its teaching also is a formidable task that needs a well-selected method. Supporting such an argument, Moyle, D., (1968), says, "the 'process' of learning to read is such a complex mixture of individual abilities, skills and personality traits. On the one hand the teacher must have a thorough knowledge of children as individual and on the other an understanding not only of the techniques involved in various teaching methods, but also of the advantages and disadvantages involved."

Hence, it is clear that scholars did not agree on a specific method of teaching reading skill. Therefore, methods of teaching reading, since their inception till to-date, could not agree on how to teach reading. A teacher may prefer to try each method for a short period or he may combine two or more methods together like, for example, the 'phonics' and the 'look and say' methods in order to see a tangible learning output. In this regard, teacher's creativity is very important to engineer a teaching method and foster learner's interest and enthusiasm to learn.

Each and every method or approach has its own faults, consequently, a new one was born in order to be tested and used. In this way, like what has happened in different countries, approaches and methods of teaching English have gone through many transformations. Whoever wants to go through a detailed study of these approaches and method may refer to my book titled: "Language Teaching: From Method to Post-method: Researcher's

Sourcebook." It is available online in general and on my own website. Its link is as follows: https://yeddibooks.com/language-teaching-from-method-to-postmethod-a-sourcebook/

As far as the methods of teaching reading is concerned, the following methods were adopted:

**The Alphabet Method**

In foreign language learning situation, this method used to take a long time to make the learner acquainted with the alphabets of the target language. Though, till now it is the best method to begin with in foreign language teaching situation, John, Hart, (1570), was the first to criticize adopting 'alphabetic' method to teach reading. Fries, C. C., (1963), says that in 1570, John, Hart, applied the materials of his earlier writing to the teaching of reading whereby learners may be taught to read English, with pleasure, in a very short time. Fries, C. C., (1963), further elaborates that John, Hart, clarified his objection for teaching reading by alphabetic method. John, Hart, (1570), cited in Fries, C. C., (1963), states, "they [the letters] are misnamed much from their offices and natures, whereby the desirous are much the more hindered from learning to read, though they were never so willing." The views of John, Hart, (1570), also take account of the diversity of sounds of some letters and provide certain special symbols so that spelling follows the rule of each symbol to which only one sound is attached. This was the 'phonic' method of teaching reading in which he used a consistent 'phonetic' alphabet.

In 1837, Isaac Pitman developed upon John, Hart's method and designed a phonetic system which was used in American schools during the 1850s. Its name was 'Phonotypy'; meaning 'printing by sound'. Then, Sir James Pitman redesigned the alphabets in the 1850s and titled them 'The Augmented Roman Alphabet'. All these methods were being used during early stages of teaching reading.

**The Phonic Method**

The phonics method was, widely, used to teach reading and writing in English even in FL teaching context. Initially, the learners are taught the alphabets; the names of the letters and their corresponding sounds. Then, they were taught to

blend two letters, three letters, four letters and so on to make simple and familiar words. To implement this method, beginners needed, phonically, written books which use regular words that are interesting to them. The teacher's task was to make learners utter each word in order to recognize each letter with its sound. Learners concentrate on the way the letters are sounded. Hence, this method provided learners with linguistic tools to strengthen their familiarity with sounds. In the foreign language teaching/learning contexts, the process of learning used to take a long time as the method proved to be boring.

**The Word Method**

The word method appeared early in the 19th. century. Consequently, many books were published to implement this method. According to Fries, C. C., (1963), some of the books of the 19th. century that, widely, used word-method are Webb Series which was published in 1850, Butler's Series which was published in 1883 and used word method with phonic method and the McGuffey Readers which were published in 1830. They combined the phonic and word method or used word method alone.

The word method was based on learning to recognize and pronounce letters in combination so as to practice units that have meaning for the readers; the 'real words.' Reading method was considered to be a process of learning words, one by one, and memorizing their meaning simultaneously. It believes that meaning exists, completely, in the text only and it could be achieved only when the reader first processes the words, links them to their meaning and, on the basis of this, constructs the meaning of the text as a whole. This teaching method assumes that once the learners have learned the components; words, they can put them together as a whole and apply them when required. The aim of the strategies used by the learner is, mainly, knowing the words, getting their meaning and hence comprehending the overall meaning of the text. The role of the teacher, here, is to clarify the meaning of a word if it is not known to the learner.

The word-method aimed to teach reading by taking into account the importance of comprehension. It teaches the spelling of words and makes the learners identify words and then read simple

sentences. In this method, learners are taught the words as words, then the elementary sounds, the names of the letters and spelling. Therefore, it is considered to be a linear process which is a behavioral perspective.

**Look and Say Method**

'Look and Say' method was used to make learners recognize the whole words or sentences rather than learning just individual words or sounds. Hence, it was a drastic shift from alphabetic, phonic and word methods. Learners look at a word which the teacher produces and, in turn, they repeat the word. It is more effective if the teacher includes the related picture. Then, the teacher writes a short sentence below the picture, says the sentence and asks the learners to repeat it while pointing and looking at each individual word as the learners repeat what the teacher said. By making many word-cards, a teacher could give different words that can form a sentence and build comprehension. Learners see each word-card, learn words and then put the word cards together to form a sentence.

**The Sentence Method**

Long ago, in 1850, A. B. Farnham advocated this approach, then, it was well-conceived and, thoroughly, worked out in teachable programs. Farnham, A. B., (1850), cited in Fries, C. C., (1960), emphasized on developing the 'thought' as the first aim of reading skill and then move forward to employ every technique and method to contribute to the development of the learner's habit of 'thought reading.' With Farnham's advocacy, learner's experience was used as a resource of comprehending the text.

**The Language Experience Approach**

This approach used learner's own words to help him read and comprehend the text. In this approach, learners draw a picture, then, the teacher writes a relevant sentence underneath the picture. The learners, on their part, trace over those words and write the words and sentences themselves. Through this approach, the learner remembers much better what is written and develops

concepts about what he has read from the text. Hence, the language experience approach supports learner's concept-development, vocabulary growth and at the same time offers opportunities for meaningful reading and writing activities through the use of personal experiences.

**The Context Support Method**

This method choses books that are really capable of attracting the interest of the learners and developing their enthusiasm. If learners like mountains, the teacher choses a book with pictures of mountains and simple words about mountains so as to maintain the interest of the learners and enable him to enjoy what they read. Hence, this method develops motivation of the learners to learn. The teacher may try this method or he may combine it with other relevant methods.

Finally, the goal of teaching reading is to help learners to become strategic readers. However, the problem is how teaching should be carried out in FLT situation to make learners comprehend what they are reading. Pedagogically it is not possible to adopt methods that have been found successful in L1 and L2 teaching/learning situations so as to implement them in FL teaching/learning situation. Moreover, all the conventional methods seem to be primitive methods in front of the tremendous technological innovations, devices and equipment which appeared and can help a lot in devising new ways of teaching the target language in general and reading skill in particular. Therefore, teachers who teach reading to learners who learn English as a foreign language, should find new ways to incorporate whatever is positive in each method and then employ the technological inventions and devices so as to create a best way of teaching reading in English language. They should also have some guidelines to guide them in teaching students reading skill.

# Guidelines on Teaching Reading

Learning various types of reading needs a careful preparation of teaching in such a way that leads to prepare the learner to master them. As we have seen in the previous section, reading provides varied experiences therefore it should be given top priority in every educational set up. Every English language curriculum claims to focus on helping learners learn reading, but actual reading is, rarely, taught in classrooms. The result is that learners are not encouraged to enhance and consolidate their reading skill. Educational authorities, syllabus designers and teachers should know that unless the learner has adequate proficiency in reading English material, the bulk of knowledge will not be accessible to him. Therefore, there is a special need for developing learner's reading skill in English language.

I think that to develop and foster learner's skill in reading in English language, the teacher should teach suitable kind of reading material. He must be concerned, very much, with developing the right remedy for reading problems from which learners suffer in order to improve their reading skill. At the lower levels of education, it is important to provide learners, both, systematically planned programs of authentic reading activities and conducive environment necessary for learning and then leave them to read and develop their comprehension skill. If suitable material is provided to learners, they will manage their way to develop their learning strategies, styles and comprehension skills without external assistance. According to Smith, P. D., (1970), children learn a great deal about reading without adult assistance or even adult awareness. Thus, employing suitable reading material and engaging learners in reading habit will remove the burden of searching for the best approach to teaching reading as the learner himself will plant the love for reading in those who are around him; at school and home. At the secondary level, learners should be trained to read for a particular purpose. They should be trained in critical selection, organization and analyzing of thoughts, opinions and ideas. To accomplish this task, learners must be acquainted

with the skill of perceiving the shade-meaning of words, phrases and sentences of the text. They must grasp the deeper meanings of the text, react to them and evaluate them, critically. In this regard, the problems which challenge learners must be eradicated. Thus, the whole educational curriculum must be directed towards enabling learners to master reading skill and certain curriculum guideline should direct the whole process of developing reading skill among learners. Grabe, W., (1991), has suggested certain curriculum guidelines that can be, effectively, used for teaching reading comprehension. They are as follows:

1. "…….reading instruction be taught in the context of a content-centered, integrated skills curriculum. Content provides learner motivation and purposeful activities; the integration of skills reinforces learning.
2. a reading lab should be used to provide individualized instruction as well as to practice certain skills and strategies (for example, recognition exercises, timed reading, vocabulary learning strategies) outside of the content-centered course.
3. sustained silent reading should be encouraged to build fluency (automaticity), confidence, and appreciation of reading.
4. reading lessons should be planned in a pre-, during, and post reading framework in order to build background knowledge, practice reading skills within the reading texts themselves, and engage in comprehension instruction.
5. specific skills and strategies should be given high priority and practiced consistently.
6. group work and cooperative learning should be used regularly to promote discussions of the readings and to work with information from the reading, exploring different solutions for complex activities.
7. learners need to read extensively. Longer concentrated periods of silent reading build vocabulary and structural awareness, develop automaticity, enhance background knowledge, improve comprehension skills, and promote confidence and motivation."

There are some other effective guidelines that may help teachers to overcome the obstacles and develop reading skill and comprehension among learners. Some of them are as follows: -

1. To activate background knowledge teachers can,

a. according to Murtagh, L., (1989), induce appropriate schemata through suitable pre-reading activities.

b. according to Hansen, J. and Pearson, P. D., (1983), ask the learners to predict story events based on their personal experience, before they begin to actually read the story.

c. according to McNeil, D., (1987), ask learners to set questions and make predictions about the topic and then read to support or reject their hypothesis.

2. To improve vocabulary teachers may:

a. employ authentic materials in teaching learning the FL because such materials provide a rich source of vocabulary instruction.

b. motivate learners to get involved in reading activity.

c. encourage learners to guess the meanings of less frequent vocabulary by way of using contextual clues.

d. make use of frequent vocabulary. According to Coady, J., et. al, (1993), there is a list of approximately 2,000 words that covers almost 80% of the words occur frequently in average texts. Learners can be trained to recognize these words automatically.

f. enhance, as Constantinescu, Andreea, I., (2007), says, vocabulary learning with the help of new technology; by using multimedia glossed texts, electronic dictionaries, corpora concordance software and various vocabulary building software.

g. use, as Nation, I. S. P., (1990), and Cohen, A. D., (1987), suggest, the techniques of rote-repetition, mnemonic approach and word structure analysis.

3. To enhance text-structure knowledge, teachers may:

a. give, as Koda, K., (2005), says, clear illustrations of genre-specific text structure.

b. provide a simple and easy structure-awareness training, both, in expository as Carrell, P., (1985), and Tang, G., (1992) say and narrative texts as Amer, Aly, A., (1992), suggests.

c. give practice in automatic lower-level processing procedures especially decoding and syntactic parsing as Koda, K., (2005), suggests.

4. To develop the ability to find out the main idea, teachers may:

a. focus learners' attention towards text-organization clues; including headings, subheading and paragraphs topics as Taylor, B. M., (1982), recommends.

b. make use of graphic aids extensively with flowcharts as Geva, E., (1983), suggests and conceptual networking and conceptual mapping as Armbruster, B. B., and Anderson, T. H., (1985), recommend.

c. directs students' attention to explicit text cues, highlighting key- information as Koda, K., (2005), suggests.

5. To increase the ability of syntactic processing, teachers may:

a. provide explicit instruction on syntactic structure,

b. give supporting exercises in sentence processing with structurally controlled texts,

c. make more use of authentic texts that have simple contextual presentation of structures,

d. incorporate multimedia materials, such as audio and video clips which present simple contextual structures.

6. To improve the reading comprehension strategies teachers may:

a. make use of the verbal reports; through which teachers can make readers to verify what they are doing while they are reading.

b. give strategy training with semantic mapping and with the ETR (experience, text, relationship) method as Carrell, P. L., et. al, (1989), recommend.

c. see that the use of reading strategy, naturally, emerges from learners themselves and it should not be pre-planned because every type of text needs a particular type of reading strategy.

d. include in learners' ways of selecting the approach (flexibility) that are most efficacious and congruent with students need and intent as Koda, K., (2005), recommends.

e. give learners practice in self-questioning to promote cognitive processes such as inferencing, monitoring, understanding and attending to structures as Urquhart, A. H. and Weir, C. J., (1998), suggest.

f. give learners practice in SQRR (reading comprehension method named for its five steps, namely, surveying, questioning, reading, reciting and reviewing) which was

introduced by Francis, P. Robinson, (1946), for improving reading performance.

g. put more emphasis on word, sentence and discourse analysis strategies as Kern, R., (1989), suggest.

7. To development automaticity in reading teachers may:

a. familiarize learners with a large number of words through extensive reading practice as Urquhart, A. H. and Weir, C. J., (1998), recommend.

b. make learners practice skimming and scanning exercises, which provide them a chance to read in different ways.

c. underline chunks of language within the passage so as to maintain the natural flow and connection of words and thoughts of the writer and ask the students to read in chunks.

d. make use of a 'metronome', which is used as a pacer; learners are required to read a line of text (which may be prepared by the teacher) in one eye fixation as Plaister, T., (1968), suggests.

e. use the method of 'phrase reading', where learners are required to increase their eye span by reading in units as Riley, P. M., (1975), recommends.

f. make use of reading rate activities, repeated reading, class paced reading and self-paced reading in the classroom.

g. make use of computer software, such as 'New Reader Software', which include 'timed reading' and 'paced reading' components of reading-rate practice.

The above guideline are only few suggestions given by different theorists and researchers to enable teachers to teach learners the skill of reading, overcome obstacles and improve learners' skill in reading comprehension.

# Reading Skill: Major Issues and Measures

As mentioned earlier, reading is not just a passive or receptive process, but it is a highly interactive skill. This indicates that reading comprehension does not occur automatically. A good reader is an active reader who develops concepts and constructs meaning through the interaction of the prior-knowledge, past experiences and the new knowledge which is ingrained in the text. He uses a variety of strategies to control, regulate and monitor his own reading comprehension. Some of these skills in learning reading in a foreign language result from proficiency in reading in the mother tongue. Therefore, the habit of general reading in the mother-tongue should be an established culture of the learner so as to adopt some of its useful aspects when he learns English language. However, in a society where, even in the mother tongue, very few learners read books and the rest of learners, who never read, are programmed like a robot; a folk of animals who walk on two legs, hold empty skulls on the top of their necks and think, stupidly because the educational syllabus had given them unchallenged falsified facts and no special efforts of implementing any systematic programs are made for imparting reading instruction and qualifying learners in reading comprehension. If this is the case with reading activities in their own mother tongue, it is natural that they would never read books in English which is a foreign language for them. Consequently, in such society, reading in a foreign language like English can't be a successful effort. Therefore, the vast majority of them remain ignorant, intellectually poor and loaded with interpolated ideas throughout their life. Moreover, indifferent learning environment in which the majority of the adults are illiterates affects the extent of the achievement of the younger generations in reading skill. It is well known that the majority of the adults cannot read or write and even if they can do so, they do not practice them. Therefore, it is natural that they can't disseminate a culture of reading among the younger generations and such generations are bound to grow up not better than donkeys in any way.

Moreover, teachers of English language are neither academically qualified nor are they professionally trained. They themselves studied English in school for 4 or 6 years only. Some teachers may be university graduates, but they are not specialized in English language and some of them got a Degree of English language by hooks or crooks and are thought to be qualified to teach English language. Such teachers can't teach English language nor can they implement a program of reading in a foreign language.

Teachers are not trained in teaching reading skill and they do not know its value. Therefore, no specific attention is paid to the importance of teaching reading though they are working in a context where English is a foreign language and reading is the most important skill that should be taught to learners. Teachers of the elementary, middle and secondary schools are, poorly, paid. Consequently, potentially capable cadres are not always attracted to this neglected profession. Only those who are intellectually poor; those who failed to get another job, hang to the profession of teaching, consider it as a last refuge for survival and consequently they convert younger generations into folk of asses who grow up into full-fledged donkeys without tails. Such a teacher can't implement or launch any successful reading program that transforms learners into good readers.

The complexity of the few textbooks prescribed for reading activity and their alien culture increase water to the mud and make even those who want to practice reading avoid it. It is important to mention that presenting texts of an alien culture to the learners alienates their intellects. In other words, the contents of current reading material to teach English in Sudan are isolated from the culture of the learners and bear no relevance to their needs and therefore learners do not comprehend them whereas comprehending the prescribed texts is essential to reach to competence in reading in foreign language reading. This state of affair is not only dominating the lower levels of schools, but also applies to the higher levels of school education. It seems that the educational planners at the national level are mentally foolish and intellectually bankrupt and therefore they are totally unaware of the importance of reading and its deplorable state in schools. This is the state of affair of the texts in English which are prescribed for

reading comprehension at school level though there are a lot of good alternative and options which can be prescribed.

The above issues and many other issues which were not included due to the lack of space, affect the level of attainment in reading skill in English language when it is learned as a foreign language. To deal with such issues, special measures are required. They may be enumerated as follows:

1. A teacher of English as a foreign language should not only be academically qualified, but also professionally trained in teaching reading skill. He should also have command over the content of what he is expected to teach. Without academic qualification, professional training in teaching reading skill and the essential knowledge of the topic he is teaching, the teaching process would not be fruitful and this would affect the extent of the learner's achievement in reading comprehension.
2. Enabling learners to read English texts within a prescribed range of vocabulary and sentence-structure at a reasonable speed and with effective understanding of the written discourse in terms of clarity, expression and thought, the major aim of learning English as a foreign language must be clear. This will prepare the learner for advanced reading in English language and enable him to use English as a library language; for gathering information, understanding specialized register in a particular subject and enjoying reading in general. As far as reading skill is concerned, the learner should be able to:
    - perform, loud, silent, extensive, intensive, skimming, scanning and critical reading,
    - possess the readiness to proceed, with the help of bilingual dictionaries, to a more advanced reading stage, particularly, those bound up with specialized studies,
    - translate common English words, phrases and sentences to their equivalents in the mother tongue and vice versa and then interpret and comprehend texts,
    - have the ability to understand a simple or academic talk in English language on a subject of general experience,

clearly, spoken and restricted in vocabulary and sentence structure that have been taught and learnt.

3. Teachers should be trained in modern methods of teaching English in general and reading of reading skill in particular. Training and refresher courses related to the teaching of English in general and reading skill in particular are crucial for every teacher, particularly, those who are working in rural areas. Training and refresher courses should draw the teachers' attention to the need for teaching reading skill. The training courses should provide teacher with various techniques of teaching reading effectively because teaching the class does not really mean teaching the learner simply what he does not know, it also includes knowing the learner's needs and how the teacher ought to be taught. Moreover, knowing how to teach does not simply require knowledge of how to teach a particular thing in the classroom. It involves possessing also, both, cognitive ability to link thought with activity and interpretive process of knowing what to do with the context of teaching.
4. Reading skill in the mother tongue should be encouraged, inculcated and improved because it has been, traditionally, proved that developing the reading skill can be successful only in the native language situation and then it is possible to shift the same interest to reading in the foreign language.
5. The course of English language at the lower levels of education is supposed to foster the local culture. As far as the relation of culture to reading material is concerned, mere process of decoding the printed word has limited connotation or value to the learner unless the meaning is perceived and it will not be perceived unless it derives from the learners' culture or builds texts of general interest to learners. In other words, learner's reactions to the printed word are determined, mainly, by the previous knowledge and experiences that he already possesses or the knowledge that fits in his intuitive mold. Previous knowledge and experiences interact with those objects or events for which the printed words stand and represent and contribute in developing the perception which is evoked by a text. The

learner is supposed to experience his own culture through English language. Reading material should contain norms, values and practices that are related to the learner's culture. According to Gardner, H., (1993), "After all, from the point of view of the culture, numerous individuals are continually being born, each of whom needs to be socialized according to prevailing norms, values and practices." Klausmeier, H. J, et. al, (1974), point out that reading should bear the same relationship to experiences or events that a map bears to the territory which it is supposed to represent. Yalden, J., (1987), says, "setting up a new course implies a skillful blending of what is already known about language teaching and learning with what the group of learners inevitably bring to the classroom: their own needs, wants, attitudes, knowledge of the world, and so on" and local culture of the learner is no exception to this. Reading material should make the learner get a tangible experience of what he reads and this is possible only if the learner gets a reading material which is related to his own culture. In other words, the students' mastery over reading skill is possible through devising of authentic texts containing issues which are both, familiar to the learners and appealing to his intellectual levels. Therefore, reading material at the school level should be related to the study of local culture of the learner so that he may be able to experience and perceive it and, in this process, learn the target language. Relevant literature can also be translated into English language so that, apart from its value for linguistic purposes, it could be an effective means of stimulating critical thinking and writing in English language about local themes.

6. What has to be taught has to be decided before implementing it in the class. This would show the educational end behind teaching effort. Hubbard, P. and Levy, M., (2006), says that the knowledge of the educational ends provides guidelines for thinking about teachers' training and classroom implementation. Knowledge of what to teach does not mean that the teacher is aware of dealing with only the contextual issue. Teacher's

awareness also of how to teach is equally significant in foreign language teaching context.

7. Learners should be encouraged to read so that they can develop confidence and learn features of the written English which includes orthography, pronunciation and word ordering. It means that the skill of reading coincides with the development of writing as a productive skill. In other words, the skill of reading contributes in developing ad fostering the skill of writing. The ability to read and write shall be treated as important skills in situations where English is taught as a foreign language.
8. Intensive language experience through reading is required in order to understand the written texts in English language. It is a teachers' job to make his learners 'reading conscious.' He should instruct them how to comprehend the written text and should also monitor their comprehension.
9. Reading skill can be encouraged and improved by making authentic reading material available to readers. Reading texts related to different issues of interest should be available to improve learners' reading skill. A learner who knows something about a field or interested in increasing his knowledge in that field may find reading easier and will also be, highly, motivated to read. Thus, a learner-oriented approach should be adopted to prescribe texts and develop reading material. Passages on a variety of subjects should be given for reading at the school level and learners should be encouraged to take interest in them. A careful and wise selection of materials related to learners' experience and academic needs is essential if the teacher wants them to comprehend what has been given to them for reading.
10. For teaching reading at higher level, it is important to remember that the world-library is full of suitable material. It is important to introduce reading material which contains rich ideas that stimulate the learner to go beyond the literal comprehension of the text and engage himself in the strategies of interpreting, analyzing and making individual judgments about what he reads. The educational authority can find a lot of good reading texts which are capable of

teaching learners reading skill without targeting their culture. For example, the series for reading texts titled 'Stories of the World' by Safiya Iqbal is one of the best reading materials which the human intellect has ever produced. It is very suitable for teaching reading comprehension where English is a foreign language. I have already recommended them in a paper to the educational conference which was held in 2012. A copy of the paper in Arabic language titled 'Courses and Methods of Teaching and Learning English Language in Sudan: An Evaluative and Critical Perspective' was published in the book titled 'Intellectual scientific and academic miscellany.' It is available on the website: yeddibooks.com

11. An effective reading skill needs a sufficient stock of vocabulary and the stock of vocabulary can be improved through intensive reading habits. Learners must be supported with more vocabulary through authentic material. They should know that it is not essential to know the exact meaning of each and every word to comprehend the running text, rather, they should pay attention to the message conveyed by the text. Developing vocabulary stock in a meaningful context can help learners engage in more reading, effectively and interactively.
12. The environment of the English language in general and reading skill in particular can be created by establishing electronic language-laboratory so as to serve the development of the habit of reading among learners and encourage them to make a maximum investment of such a media to carry out more reading and expand their vocabulary. Thus, internet, computer, television and other electronic tools and devices can be invested to establish a complete and comprehensive electronic library that is capable of developing learners' skills in reading and promoting their reading comprehension.
13. Errors committed by learners in comprehension should be known by the teacher as they would help him to know the areas of difficulty the learners face and devise remedial courses. At the same time, it would help learners to know

their strong and weak points and realize also the areas where they need more practice to rectify their own mistakes. For this task, teachers should know about contrastive approach and error analysis.

# Writing Skill

**Definition**

The exhaustive discussion about writing will be clear if we know some definitions of writing itself. Writing has been defined in different ways. According to:

- Abraham, Lincoln, (1860), "Writing, the art of communicating thoughts to the mind through the eye, is the great invention of the world ... enabling us to converse with the dead, the absent, and the unborn, at all distances of time and space."
- Bloomfield, L., (1933), "Writing is not language but merely a way of recording language by means of visible marks."
- Flower, L. S. and Hayes, J. R., (1981), "Firstly, writing is an act of discovery. Secondly, it is a goal-directed and purposeful activity. Thirdly, it involves a conscious exploration of the subject matter one is to write about and lastly, writing involves synthesis of complex cognitive operations and it is not a straightforward linear process but a recursive one."
- Sampson, Geoffrey, (1985), "writing is a system for representing utterances of spoken language by means of permanent visible marks."
- Lado, R., (1971), "writing is graphic representation of a language. Pictures or symbols do not constitute writing unless they form a system representing the units of language and those patterns can be grasped by the reader."
- Murray, D., (1978b), writing "is a process of using language to discover meaning in experience and to communicate it."
- Widdowson, H. G., (1985), writing as the use of the visual medium to manifest the graph in logical and grammatical system of the language.
- Peacock, C., (1986), writing has been described as a struggle to compose ideas in the head and construct a visible and tangible form out of the models and images that are stored and organized in the mind.

- Elbow, P., (1981), "writing as a kind of 'magic' that can be performed by anyone who is involved in and believes in his tale."
- Arapoff, N., (1965), "Writing is more than an orthographic symbolization of speech. It is most importantly a purposeful selection and organization of experience. By Experience I mean thoughts, facts, opinions or ideas- whether acquired first hand (through direct perception and/or actions) or second hand (through reading or hearing)."
- Turk, C. and Kirman, J., (1989), writing "is a skill that must be learnt by doing it."
- White, R. and Arndt, V., (1991), writing is "a form of problem solving which involves such processes as generating ideas, discovering a 'voice' with which to write, plan, goal setting, monitoring and evaluating what is going to be written as well as what has been written and searching for language with which to express exact meaning."
- Byrne, Donn, (1991), writing "as the production of a sequence of sentences arranged in a particular order and linked together in certain ways to form a coherent whole that is a text."
- Byrne, Donn, (1991), writing "is clearly much than the production of graphic symbols, just as speech is more than the production of sounds."
- Peter, T., Daniels and William Bright, (1996), "Writing is a system of more or less permanent marks used to represent an utterance in such a way that it can be recovered more or less exactly without the intervention of the utterer."
- Steven, Roger, (2001), writing can cover all the aspects of writing system that exist or have ever existed. However, he claims that the writing should fulfil some of the following criteria:
- Maguire, M. H. and Greaves, B., (2001), "Writing is learning. It is really helpful because we can use our imagination. The more we write, the more we learn to write. It is like speaking, the more we speak, the more we can learn how to speak."

- Coulmas, Florian, (1996), "Writing is a set of visible or tactile signs used to represent units of language in a systematic way, with the purpose of recording messages which can be retrieved by everyone who knows the language in question and the rules by virtue of which its units are encoded in the writing systems."
- Collins, Cobuild, (2003), writing is generally a group of inscription or cryptogram written or marked on a surface as a means of communication.

# History of Writing

As it is mentioned earlier, though the oldest records related to language teaching/learning were found in the traces of the Sumerians who had lived between the fifth and the second millennium B. C., however, the claim that the Sumerians or the people of Babel were the first to invent writing, is baseless because the history of Godly religion; Islam, refutes such a claim. Writing has existed since the time of Adam; ﷺ, as he was taught the knowledge of genuine religion by God; the Almighty. This means that writing came into existence with the existence of human being himself and man has been acquainted with some forms of writing since he had been created by God; the Almighty. It is certain that Adam; ﷺ, had been taught the name of things; 'the creative foundational-knowledge' and writing was an integral part of that Godly education. It means that some forms of writing have existed at the time of Adam; ﷺ. Since then, writing became not only a necessity, but also an integral part of human existence, education and civilization. When other messengers had come after Adam; ﷺ, their teachings were either written or can be written. Our father Ibraheem, ﷺ, who named us as Muslims, was not only a prophet, but also an Imam. He came with a great teaching-mission which made him an individual who deserve the Godly title 'a nation' and such a mission can't be accomplished without the existence of the skill of writing as part of the Godly education. The prophet and Imam; Ibraheem; ﷺ, was definitely having a writing system that can be written, read and taught. So were all the other prophets, ﷺ them, who came after him. In some cases, the neglection of the teachings of their prophets, ﷺ them, led to the loss of the written scripts in which their religions had been written and caused the ignorance of the nations who came after them. Human beings who came after them, wrongly, thought that writing does not exist. They wrongly though that it was invented later on.

In fact, forms of writing were found in different parts of the world. One of the oldest traces of writing ever found has been in the form of the Nubian hieroglyphics which had existed more than

5000 years B. C. It is one of the earliest forms of writing system which used special symbols to represent things and sounds. Now, they can be, clearly, traced on the carvings carved on pyramids, stones and rocks of the tombs they left in north Sudan and South Egypt; the old Nubian geography of Pharaonism which was established by black races. The Nubians carved signs on pyramids, stones and rocks to represent objects and sounds. They even had a sort of alphabets system which had about 24 symbols that stood for certain letters. It is said that the Nubians were the first to create a type of paper, called papyrus. They used also reed which was found along the banks of the river Nile and layered it to make a paper-kind of surface to write on.

Another type of early writing is called cuneiform which consisted of symbols carved on wet clay-tablets. It was a form of writing which was used about 3500 B.C. to 2000 B.C. by the Sumerians who lived in the Middle East; between the two rivers in Iraq. It was used, mostly, to keep lists for accounting and recording historical events. The Chinese and Japanese, on their part, used ideas and symbols instead of words so as to represent writing. Symbols which were used in certain patterns represented ideas. They were drawn on the surface of woods, stones, etc.

Another type of writing was in the form of cave-paintings and marks which were made on the stones of caves by cavemen who used hard and sharp sticks, stones or colored paint as their tools for this purpose. At that time, there was no alphabet or writing system, therefore, they used pictures to document down what was going on around them. They drew pictures on the walls or rocks of the caves to record history and epics, to leave messages and to honor the spirits in which they believe!

Moreover, some early people carved symbols on wet clay. When the clay dried, the symbol would still be there. It means that the first things that people wrote on the clay were things which were found in nature, like rocks, stones, clay tablets, reeds, bones, skins, etc. Later on, Europeans, who were living in the dark ages, used the skin of animals to write on. It took a long time for them to produce the material called vellum or parchment to write on.

The Phoenicians created their own alphabets in the form of symbols which represent sounds and not pictures or the ideas. Then,

the Greeks modified the Phoenician alphabet system about 500 B. C. Thus, their word alphabet comes from the first two Greek letters: alpha and beta. Then, when Romans conquered Greece, they changed the alphabet system and invented letters to be used in writing. The English alphabet system still uses the same letters, but it has added the letters J, U and W. The Romans linked the letters together so as to make a flowing kind of writing or what is called cursive writing. Thus, writings in different forms existed in various parts of the world which possess written languages and they were inherited by various generations till the present time. For further understanding of writing, it would be important to discuss the nature of writing.

# Nature of Writing

Language is an active and communicative entity. Language activities; namely, listening, speaking, reading and writing play a role in communication. As it is suggested from what we have seen in the reading section, the view of writing as an act of communication suggests an interactive process which takes place between the writer and the reader via a text. Active communication, which is the core of language learning, takes place through the form of spoken and written communication. Writing is considered as the extended tool of language and one of the most effective tools of documented communication. It is the tool of thinking and the ability to organize and express one's thoughts and feelings correctly, meaningfully and systematically. If reading is the process of converting the written symbols into thoughts, writing makes exactly the opposite; it is the process of converting thoughts into written symbols.

Writing is considered as a productive skill because the writer creates new expressive written language and does not only interpret the existing information. Such a concept of writing places a great value on writing as well as on the perceived reader. Writing is not language in itself, but it is, merely, a way of recording the language. It is the documented dimension of the language and the art of self-expression. In its simplest meaning, writing is a universal activity through which written communication takes place. It is the preserved text on a medium, through the use of signs or symbols. It is different from other forms of communication. Whether printed on a hard-copy or in electronic form, writing is a motor-mechanical and a visual form of communication. It may be the skill of learning to hold a pencil or use a keyboard, but it requires a conscious effort to produce sensible writing. It is a form of encoded symbols in print or impression through which the writer transcribes his message that itself is, merely, a codification of his thoughts into the given language of communication.

Writing plays the role of the mirror of mind. It is different from speaking as it gives the writer time to organize the thoughts, analyze the feelings and present what is to be communicated

correctly, meaningfully and systematically. It enables the writer to reflect and make the necessary changes before presenting the idea in a final written form. Of the four skills; namely, listening, speaking, reading and writing, developing writing skill needs more time and practice, as a child who learns English as foreign or library language, hardly, find any situation to use writing skill except for some class duties and examination requirements. Therefore, its development is very slow and needs a lot of practice. Children acquire the spoken language in their mother tongues almost effortlessly in a highly motivating context where the immediacy and urgency of its need can be easily felt and perceived. Reading skill in the mother tongue which, automatically, follows the spoken form, but after some span of time. However, writing skill, even in the mother tongue, is a graphic incarnation of the abstract thought and an organized presentation of the language. Its learning comes after learning speaking and starting learning reading and therefore it is removed from immediate purposes as it requires a higher level of cognitive functioning and motor-mechanical skills.

Writing is a cognitive activity which requires control, simultaneously, over a number of variables such as content, format, sentence structure, vocabulary, punctuation, spelling, letter formation, etc. The writer must be able to build and integrate information into cohesive and coherent paragraphs and texts. In other words, a sensible writing requires an understanding as well as a thorough competency in all the aspects, which create a refined writing, both, at the sentence and the discourse levels because writing is communicating a message in an appropriate manner to achieve appropriate communication of the written message. This calls for a sound thinking and appropriate use of words to form and communicate the written message.

Writing can be described as an act of discovering oneself through documentation. It is a process exploring, formulating and documenting ideas, imagination and vision to other people. It makes it possible to have anyone's ideas, immediately, available for reading, reviewing and reevaluation. Thus, writing is a creative process of self-discovery and self-exposition. Dubey, M., (1991), says, "When writing is taught as a process of discovery, it implies that the revision becomes the main focus of the course and that the

teacher helps the students to develop their personal voice through writing."

Writing is a deliberative negotiation, explanation and concretization of ideas through graphic symbols. It can be said that writing is the concrete and organized inking of abstract thoughts. It is one of the most reliable ways of communicating thoughts and feelings to others through visual mediums. It is a specific ability which helps writers put their ideas and feelings into words in a meaningful and correct form. Halliday, M. A. K., (1979), rightly refers to writing as learning how to mean. Candlin, C., (1978), remarks that writing is a negotiating and explanatory act that requires a great judgement.

Writing must have a purpose other than just inking white pages. It is not mere a process of inking words or documenting ideas, but it is a goal-oriented, purposeful, deliberate act of communication through accurate selection and organization of expressions and thoughts. Since it produces an end-product, it means that writing is a purposeful skill. It occurs to fulfil a purpose and almost every writing is done with a purpose. A writer does not write in order to be only understood, rather, he writes in order to communicate his message to others. Therefore, writing demands a conscious exploration of the subject-matter and framing it before opting for writing because no one can write about something which he is not acquainted with. Tedla, Zem, Asseefa, (2007), says, "In the act of writing an author selects an idea, limits, defines and discusses it." Hence, excellent writing is the product of a high degree of organization, accuracy, refined choice of vocabulary, accurate use of grammar, optimum coordination between sentences, etc. As it is a purposeful, deliberate and goal-directed skill, writing promotes organized thinking process and helps in the enhancement of general and special learning that consolidates knowledge. It follows conventions that are mutually understood by the writer and the reader. Through writing, the writer wishes to express likes and dislikes, love and hate, joy and grief, hope and despair, etc. Therefore, writing is an ethical performance because it reveals the ethical quality of the writer and manifests the extent of his honesty, straightforwardness and intellectual contents.

Though it is a purposeful act of communication, yet it is a complicated process. It does not move in a linear fashion. It means that the writer infers what he intends to convey to the reader from complicated mental operations and activities which he undergoes. Hairston, M., (1982), was right when he said, "Most writers have only a partial notion of what they want to say when they begin to write, and their ideas develop in the process of writing. They develop their topics intuitively, not methodically. Another truth is that usually the writing process is not linear; moving smoothly in one direction from start to finish. It is messy, recursive, convoluted and uneven. Writers write, plan, revise, anticipate and review throughout their writing process, moving back and forth among the different operations involved in writing without any apparent plan." It means that the process of actual writing activity that pours the thoughts, rarely, proceeds in a linear fashion. It is a personal activity that requires attentiveness, focus and expressiveness to represent thoughts in a graphic form. Thus, writing shapes human personality. In fact, individuality and personal traits are, clearly, exposed and seen through writing. Some learners feel more secure if they are allowed to write as it benefits them in many ways.

The complexity of the process of writing arises from the fact that various components of writing, such intention to write, ideas, register, organizational requirements, vocabulary, grammar and structure are called into the process of writing so that they can play throughout the writing-activity. It requires style, accuracy, cohesiveness, diction, brevity, conciseness, buoyancy and clarity so as to give a final shape to writing. This makes writing a dynamic and creative process of giving and taking between the content and form and also a creative and dynamic procedure which is characterized by the use of suitable language components to explore beyond the known context and incarnate it through writing. All those components and other requirements are important to accomplish reflective writing. True creativity itself is not possible without adhering to those components. Therefore, writing is a complicated skill. Its complexity arises from its intricate nature. As far as creativity in writing is concerned, it can only exist within certain boundaries and conventions manifested in the above components that enable the writer to shape a symbolic, figurative

and grammatically well-structured text. These components help the learner to learn the language effectively and provide him the ability to write, correctly and creatively, in such a way that makes him capable of influencing the thought and beliefs of the reader.

Writing is a medium through which the writer fulfils the goal of communication, documents his ideas and conveys them to others. It is the medium which builds up an intellectual relation between the producer; the writer and the consumer; the reader. White, R. and Arndt, V., (1991), state, "We are able to share ideas, arouse feelings, persuade and convince other people. We are able to discover and articulate ideas in ways that only writing makes possible."

Learning to write in any language, whether it is one's first, second or foreign language, continues to be a major educational undertaking everywhere. It is regarded as a process of acquiring the basic skill on which other skills can be consolidated and without which further education may be, largely, impossible. In the mother-tongue, writing is a sign of minimal literacy which everyone should possess. Advanced literacy in writing is the constructive ability to produce major intellectual writings, creative works of literature, long essay, scientific research and studies. In the terms of Bereiter, C., and Scardamalia, M., (1983), writing a long essay is probably the most constructive act that most human beings are ever expected to perform through writing. Thus, writing is more complicated than it seems to be. It is the hardest of the skills even in the mother tongue, not to speak about the foreign language, since it involves not just a graphic representation of speech, but also developing, organizing and presenting of thoughts in a structured way.

Writing sprouts and develops from the continuous effort of the writer to express himself in writing and transmit thoughts, feelings and impressions to others. It is a proof of learner's ability to communicate in a documented form. The more the learner is skilled in writing, the better he transmits thoughts, feelings and impressions. Thus, writing is more than mere mastering of grammar though mastering of grammar plays an important role in fostering writing skill, but it does not make a good writer by itself. There are many learners who are capable of, accurately, analyzing every part of speech, but they may not be able to produce a piece

of even a simple descriptive or narrative writing not to mention a critical or intellectual writing.

Writing is a communicative activity to create, store and retrieve communicative messages with the help of written symbols. Therefore, a standard system of writing in every written language is always required to record a language in a coded form. However, written communication is not restricted only to that which is inked on papers alone. In the old ages, as we have seen earlier, writing was put on stones, metals, leather and many other surfaces whereas in the age of information technology, it manifests itself through e-mail, SMS, fax, etc. Hence, writing is, now, used through multifaceted forms to perform communication.

Writing is a process of recording language by means of visible graphic marks, producing correct form of the language and editing text by employing letters, words and structures and then conveying thoughts through the acceptable visual marks and symbols. Writing is needed not only for its own value, but also for its ability to help in reinforcing and internalizing the practical skills and various aspects of the language itself. When a leaner writes, he reads, revises and refines his own writing to find out what he has written and know how to write it in a more refined manner. Thus, writing involves developing an idea and refining it, as well. It helps learners to assess their own writing skill, provides them with tangible evidence of their achievement in the target language and gives the feedback whereby they can measure their writing performance and improve upon it. When a writer writes, he gets involved in a thinking process, he discovers, creates and shapes a meaning in a visual manner. Writing is crowned by discovering the meaning and presenting it to the reader. Widdowson, H. G., (1981), relates the act of writing to the movement of producing correct sentences and "transmitting them through the visual medium as marks on paper." Writing puts words in the form of concrete symbols and signs so as to convey messages to others. It means that writing consists of visual marks on some kinds of durable surfaces or electronic pages to communicate it to others. It forms words, arranges them in a particular order and then links them together to form sentences and passages that bear meaning. It is the skill that demands a conscious effort which involves the transferring of

thoughts, feelings and impressions from their abstract state into a concrete shape so as to represent a written meaning; the writer's intention.

Writing is a constant process that continues from early childhood to university and beyond. It can be considered as a way of providing a variety of language activities. It strengthens learners' grasp of vocabulary and structure of the target language and consolidates other skills of the language. While practicing writing skill, the writer continuously discovers new, creative and novel things which he has never imagined or thought of before. The writer transforms vague thoughts into words that incarnate, effectively, those ideas into texts to represent thoughts which were otherwise remaining abstract and distorted somewhere in a state of mental-asylum, but with the help of his cognitive traits, creativity and practice, the writer unfolds them; layer by layer, and puts them into a written text. It means that, initially, the writer may not be ready with the contents of what he wants to text. It gets unfolded in his mind as he starts writing and it continues to unfold itself as he proceeds in it.

Some thinkers considered writing as a solitary activity that takes place aimlessly though it may not be exactly so. It is considered as an individual effort which is composed in privacy. Rosen, H., (1972), in, Hedge, T., (1988), says, "The writer is a lonely figure cut off from the stimulus and corrections of listeners. He must be a predictor of reactions and act on his predictions. He writes with one hand tied behind his back, being robbed of gesture. He is robbed too off the tone, of his voice and the aid of clues the environment provides. He is condemned to monologue, there is no one to help out, to fill the silences, put word in his mouth or make encouraging noises." It means that writing is required to be performed without the possibility of, direct, interaction with or feedback from others. Rivers, W. M., et. al, (1978), say, "To write so that one is really communicating a message isolated in place and time, is an art requires consciously direct effort and deliberate choice in language." Harold, Rosen, (1981), considers the writer as "a lonely figure cut off from the stimulus and corrective of listeners. He must be a predicator of reactions and act on his predictions." It means that the act of writing demands the involvement of a

conscious exploration of the subject-matter to be written about. While writing, a lot of writings comes from imagination and moves to the stage of planed writing. Initially, such writings were not expected at all. This indicates that the act of writing develops the imaginative faculty and the critical thinking of the writer. While writing, the writer identifies various issues and solves various problems. Gradually, new ideas are produced and they come to the surface of thinking. In other words, the written form starts with the penning down of thoughts followed by the editing of the written-text and evaluating the purpose for which it is written. Hence, writing springs from a desire to say something, proceeds with the ready and developing thoughts and ends up with the created text. Thus, no writing can be generated until the writer intends to convey a message to the reader. If the writer does have any message to convey, then, no writing will take place.

With its uniqueness, writing can be regarded as a tool or a strategy of learning. Emig, J., (1977), was right when he said, "Writing represents a unique mode of learning not merely valuable not merely special, but unique writing serves learning uniquely because writing as process – and – product processes a cluster of attributes that correspond uniquely to certain powerful learning strategies." Applebee, A. N., et. al, (1987), seem to agree with what Emig, J., (1977), has said. They gave three points which consider that writing, as a medium of thought, is basic: a) to draw on relevant knowledge and experience in preparation for new activities.
b) to consolidate and review new information and experience.
c) to reformulate and extend knowledge.

Thus, the above discussion about the nature of writing reveals that writing skill is important in human society. Syllabus designers, teachers and even learners should be aware of the importance of writing so that to build generations of good writers.

# Goals and Importance of Writing

Every human drive is supposed to have goals and writing is no exception. To understand the goal of writing, it is important to understand what is goal itself. Goals, according to Brown, J. D., (1995), are "general statements concerning desirable and attainable programme purposes and aims based on perceived language and situation needs." Writing performs important goals in the society. The goal of writing, according to Lee, I. and Lee, M., (1972), is "to establish and maintain relationships, to exchange ideas, to get things done (interpersonal dimension objectives) to provide or find out, interpret and use information; to express and apply ideas; to solve problems (knowledge dimension objectives) and to respond and give expression to real and imaginative experiences (experience dimension objectives)." According to Venkates Waran, S., (1995), states, "The goal in writing is two-fold: Psychologically, students learn the pattern of language through classroom interaction and tasks. Realistically, the teacher knows that writing home- work exercises and other written activities help students to acquire the vocabulary and the grammar of the lesson. Practically, the students' minimum contact with the language in the classroom must be expanded as much as possible. The overall objective then will be to help the learners express their ideas in written form." In foreign language, as Penny, Ur, (1996), says, the goal "is to get learners to acquire the abilities and skills they need to produce a range of different kinds of written texts similar to those an educated person would be expected to be able to produce in their own language."

All the above goals make writing, without doubt, an important skill that fosters and consolidate that uniqueness of the human beings. Writing is the soul of language that makes it survive. If a language does not possess a writing system, it is bound to perish. Therefore, learning writing has an important place in human life. If there is no writing system in the society, documented communication will be absent and that society will not have a reliable documented history. Due to its importance, writing had

been, strongly, recommended by the holy Quran and the prophet Mohammed; *pbu him and his progeny*. There are ample references in the holy Quran which indicate that writing has an important role to play in the society. We will take just two examples. The holy Quran ordered man to document whatever knowledge he receives. The holy Quran says, "O ye who believe! When ye deal with each other, in transactions involving future obligations in a fixed period of time, reduce them to writing Let a scribe write down faithfully as between the parties: let not the scribe refuse to write: as Allah has taught him, so let him write. Let him who incurs the liability dictate, but let him fear His Lord Allah, and not diminish aught of what he owes. If they party liable is mentally deficient, or weak, or unable Himself to dictate, Let his guardian dictate faithfully, and get two witnesses, out of your own men, and if there are not two men, then a man and two women, such as ye choose, for witnesses, so that if one of them errs, the other can remind her. The witnesses should not refuse when they are called on (For evidence). Disdain not to reduce to writing (your contract) for a future period, whether it be small or big: it is juster in the sight of Allah, more suitable as evidence, and more convenient to prevent doubts among yourselves but if it be a transaction which ye carry out on the spot among yourselves, there is no blame on you if ye reduce it not to writing. But take witness whenever ye make a commercial contract; and let neither scribe nor witness suffer harm. If ye do (such harm), it would be wickedness in you. So fear Allah. For it is God that teaches you. And Allah is well acquainted with all things." Another Quranic verse says, "And We ordained laws for him in the tablets in all matters, both commanding and explaining all things, (and said): 'Take and hold these with firmness, and enjoin thy people to hold fast by the best in the precepts: soon shall I show you the homes of the wicked, (How they lie desolate).'" These two Quranic references show the importance attached by the holy Quran to learning the skill of writing. The prophet; *pbuh and his progeny*, also emphasized on the importance of writing as it is a means of documenting knowledge. Reflecting the importance of writing and documenting knowledge, the prophet; *pbuh and his progeny*, said, "Document knowledge by writing it." He also ordered to write a ceremony to Abee Shah; a companion who asked for a copy of that

ceremony. He, pbuh and his progeny, also said, "Write to Abu Shah." Before his martyrdom he, pbuh and his progeny, also said, "Bring for me a paper and pen so that I write for you a guide that protect you forever from going astray." There is also another narration which indicates the importance attached by the prophet; pbuh and his progeny, to writing. It says, "Abdullah Ibn Amr Ibn Al Aas said, "I was writing everything I hear from the messenger of Allah, but Quraish prohibited me and said, 'how do you write everything you hear from the messenger of Allah though he is a human who speaks at the time of anger and contentment?' Therefore, I ceased from writing and said it to the messenger of Allah. He gesticulated by his finger to me on it (he was pointing to his honorable mouth) and said, 'write down, by the One in Whose Hand is my soul, nothing came out of it except truth.'" Abu Horayra, said, "No one from the companions of the prophet has sayings of the prophet more than me except Abdullah bin Amro because he was writing, but I was not writing." All the above references indicate that writing plays a crucial role in human life.

Bacon, Francis, (1876), the father of English essays, emphasized the importance of writing as it makes "an exact man." It is an expressive skill that conveys thoughts and unlocks the art of language skill and treasure within the writer. It helps in exploring the potentialities and creating a distinct identity within a person. It shapes the personal growth of the writer. In the past, writing was a luxurious activity, but gradually it became an essential skill for all people and a necessity for the human existence because it permeates all aspects of life. It has become part and parcel of every human activity such as religion, economy, judiciary, administration, education, media, art, trade, etc. Now, writing is no longer a luxurious skill, but it is a life-requirement to everyone. Almost all professions rely, solely, on writing and rather they are structured around, and administered as well by, the production and dissemination of texts. Therefore, intensive practice of writing is necessary as it qualifies the members of the society and enables them to run various affairs of their society effectively because in the absence of effective writing or the presence of bad writing, many affairs of the society are bound to face great problems. In the view of Billmeyer, F. W. and Saltzman, M., (1981), American

business loses about 200 million dollars a year because of writings which are not eligible. Hence, effective writing is an art that springs from learner's continuous practice. Alexander Pope, in 'Essay on Criticism', says, "True ease in writing comes from Art, not chance. Effective writing is an art that has a style and flavor and comes through practice. It is ninety nine percent perspiration and one percent inspiration."

Writing is not only a tool that inks thinking on a surface, but also provides an opportunity to edit and refine it. It means that writing allows the writer to review his communicative message. It makes the thoughts available for revision, editing and refining and enables the writer to reconsider and refine the written material. Expressing the editing and refining value of writing Emig, J., (1977), aptly says, "writing allows us to have our ideas immediately available for review, reevaluation, a process that can lead us to reconsider and refine our ideas, i.e., to learn what we think by writing. Writing is a thinking process at various stages. Writing is best understood as a set of distinctive thinking processes in which writers orchestrate to organize during the act of composing. Writing is originating and creating a unique verbal constant that is graphically recorded." Celce, Murcia, M., (1991), referring to Kroll, B., (1990), says, "Writing, in addition, being a communicative skill of vital importance is a skill which enables the learner to plan and rethink the communicative process."

Writing, as a part of discourse, is an important activity. It helps the writer in developing his skills in coherence, cohesion, unity in organization, grammar and vocabulary because the message to be communicated must be grammatically well-organized and presented in order to be conveyed effectively. Coherence and cohesion, during writing, refer to the logical development of thoughts that makes writing an effective medium of conveying the message. Many novel ideas and thoughts are explored as one starts penning them down.

Writing is an important skill that encourages personal learning, empowers learners with a sense of confidence, efficacy and achievement and provides power to the writer to grow intellectually, ink his intellectuality and create a positive change in the society. It makes learners raise more questions and discover

connections between events, people, ideas and thoughts. Via writing, a person can communicate a variety of messages to different readers. Such a communication is extremely important, particularly, in the modern world, whether the interaction takes place through the traditional hard copy provided by paper or through modern soft forms provided by information technology. In this computer-mediated age, writing is used in various aspects of life. It is used for a variety of everyday communicative purposes. Murray, D., (1973), says that writing is a skill which is important in major areas of life in the society as well as academics in a complex and changing society. Nowadays, people write a lot through social network pages, emails, instant texting, etc. There is no media that does not rely upon writing as a sole or extra-means of communication. Writing serves a multitude of significant roles and purposes in education, workplace and professional settings. It plays an important role in how people interact among themselves by sharing their thoughts. It also paves the way for success, empowerment and employment mobility and opportunities.

The ability to write well is crucial for the success of any individual as it is one of the most important basic skills a leaner will need in some fields of specialization in higher education. This is the skill which they have to learn during early schooling and utilize and improve it throughout the educational journey and even after the educational journey. In fact, reaching to higher education is possible only through writing skill. If a person is poor in his writing skill, his whole academic performance will be, negatively, affected and, later, his entire life will also be affected, too. It means that writing is important not only for education, but also for participating and succeeding not only in education, but also in professional and organizational life. Writing skill plays an important part in the academic development of learners because it gives learners the skill and confidence which they require in their higher studies and career. Learners should be able to use writing as a tool for learning and writing a summary of information from multiple sources, presenting and defending a point of view in writing and, organizing information into a coherent written report.

Emphasizing the importance of training students in writing skills Hitesh, D. Raviya, (2002), suggests, “Students need training

in organizational skills. Comprehensional and expressional skills are also included in the syllabi even though we teach English as a library language." In school level, the learner needs writing to express himself and fulfill various requirements of his education because possessing good writing skills is crucial for every learner to continue in education. As far as the lower school level is concerned, writing provides a variety in classroom activities, assists in the learning of other skills, consolidates and reinforces them. At an intermediate stage, writing helps learners to learn language in a more relaxed and free manner as practice in writing helps learners to learn some aspects of the language which they cannot learn through oral practice if the target language is a foreign language. The ability to write in a correct and appropriate way makes learners realize the importance of written language and how much it can influence the thoughts and beliefs of the learner, sharpen his memory, create a sense of seriousness in the classrooms, reflect the skill learnt in due course of time, clarify many ideas and thoughts and consolidate various skills of the language. Therefore, writing skill is supposed to occupy a great position in the school curriculum where English is taught as a foreign language. Byrne, Donne, (1991), says, "The introduction and practice of some form of writing enables us to provide for different learning style and needs. Some learners especially those who do not learn easily through oral practice, feel more secure if they are allowed to read and write in the language. For such students, writing is likely to be an aid to retention, if only because they feel more at ease and relaxed. Writing is often needed for formal and informal testing. Writing also provides variety in classroom activities; serving as a break from oral work and increases the amount of language contact through work that can be set out of class." Early introduction of the activity of writing in school is very crucial and beneficial. Byrne, Donne, (1991), stresses the need for teaching writing to students, by pointing out the following benefits that could be achieved:

(i) Exposure to written form of the language and appropriate varieties.

(ii) Raising awareness of the way writing functions as a system of communication.

(iii) Selection of realistic tasks, guidance and supports to be provided while attempting writing tasks.
(iv) Viewing learners' efforts and problems in writing.

Writing helps to make thought and expression precise and clear. It develops and consolidates various aspects of the language itself. Mohammed, Aslam, (2001), observes, "Writing helps students to learn a second language, reinforces the grammatical structures, idioms and vocabulary that they have learnt in the class. Also, writing involves thinking on the part of the writer, his constant eye movements, use of hand and brain which help in the learning of the language." Writing helps learning other skills of the language in different proportions. It consolidates the language items which had been learnt, by the learner, through oral drill and reading activity. We fully agree with Rivers, W. M., (1969), who says, "Writing helps to consolidate learning in the areas of listening comprehensions, speaking and reading, and gives a writer practice in manipulating structural variants adding the reinforcement of the kinesthetic image to the auditory and the visual information." Writing provides an opportunity to work on various areas of the language such as vocabulary, syntax, grammar, mechanics and organization in order to learn the language as a whole and write correctly. When the learner practices writing, he reinforces his linguistic knowledge and functionalizes his productive skills. As learners get engaged in the act of writing, their vocabulary stock, reading and grammar skills get strengthened. Writing helps to solidify the learner's grasp of vocabulary and structure. Byrne, Donn, (1991), reflects the same view by commenting, "The act of writing helps in strengthening the vocabulary and grammatical structures to which the learners have been exposed to." It is appropriate to say that writing helps the learner to improve his competency level in the language as a whole. It helps learners to discover, learn, reinforce and develop their language skill. This means that writing is an effective tool of linguistic development as a whole. In this regard, Raimes, A., (1983a), asks and at the same time answers to explain the importance and value of writing. She says, "How does it help one to learn? Firstly, writing reinforces the grammatical structures, idioms and vocabulary that the students may have been taught; Secondly, when the students write they have

a chance to use language to explore what they want to say and decide on how best to say what they want to say. Thirdly, when students write, the effort to explain ideas is there. As the writers struggle with what to put down next or how to put it down on paper, they often discover something new to write or new way of expressing their idea."

Writing plays a crucial role in learning other subjects, too. Sommers, N., (1980), was right when she said, "Writing is a way of learning other subjects; it can be used in every discipline as a strategy for teaching and learning." Writing enables learners to express their thoughts and this on its turn helps them to be creative writers and participate in writing activities. Agreeing with Lee, I. and Lee, H., (1997), and referring to Hedge, T., (1988), Tedla Zem Asseefa, (2007), states, ".... writing increases student's creativity and ability to solve problems."

The development of learner's writing skill should be a major priority in any educational set up because it is a lifelong requirement and a crucial necessity for the success of any individual and society in this age of information and communication technology and writing in English language is no exception. It is considered as an essential mode of communication. Kshanika, Bose, (1979), has properly remarked, "Learning to write in English is a mode of communication." In a society where English is a foreign language, developing learner's writing in English language should have the second priority after reading and all efforts should be directed to develop it. Writing in English language must be encouraged and nurtured and the learner must be helped to possess efficient writing skills that is capable of manipulating various aspects of writing skill for the purpose of communication. As said earlier, in a society where English is a foreign language, teaching of English is supposed to be a content-based requirement and not skill-based requirement. It should qualify the learner in reading, writing, vocabulary and grammar of English language. Lado, R., (1971), views writing in a foreign language in terms of the capability of manipulating structures, vocabulary and their conventional demonstrations. He puts it as follows: "We mean by writing in a foreign language the ability to use structures, the lexical items, and their conventional representation in ordinary matter of

fact writing." It is important to remember that the four fundamental language skills namely listening, speaking, reading and writing can't be, simultaneously, developed in foreign language situation. Any attempt to do so will be like running after a mirage. Thus, time should not be wasted in running after developing fluency in speaking skill in a foreign language. As a learner can speak his mother tongue without knowing how to write it, similarly, he can write, correctly, in a foreign language without practicing it spoken aspect fluently, but when the situation arises, he will speak it intelligibly. It means that the learner has to be taught writing because it plays an important part in the academic development of learners and provides them with comprehensibility, ability and confidence which they require in their future activities or their persuasion of higher studies. The learner needs to express himself in writing in English language order to fulfill the requirements of his education because, as said earlier, possessing good writing skills in English is crucial for some learners to continue their education in some specializations. Harmer, J., (2001), mentioned three reasons for teaching writing to students of English as a foreign language: language development, learning style and writing as a skill.

- Language development: the process of writing is dissimilar from the process of speaking; the earlier helps us to learn as we go along. The intellectual activity of constructing proper written texts is part of the ongoing learning experiences.
- Learning style: some students are rapid at acquiring language just by looking and listening. Others may take longer time in producing language, therefore, writing is more appropriate for those learners.
- Writing as a skill: the most necessary reason for teaching writing is that, it is a fundamental language skill like speaking, listening and reading. Students need to know how to write letters, compositions, essays and reports and how to use writing conventions.

Writing must not be ignored in FL learning activities. It is supposed to be one of the major skills in a language teaching course and a powerful tool of learning. It can be used to consolidate reading skill, put a strong foundation for oral skill and fix the whole material which is taught. Baruah, T. C., (1988), rightly explained,

"at the initial stages writing should be viewed primarily as a means of fixing the material taught orally."

In situations where English is a foreign language, without being a good writer, it is difficult to speak the language because, as it was said earlier, language skills develop each other and writing is no exception. We fully agree with Johnson, A. P., (2008), who says that language skills develop each other; i.e. the development of one skill improves the development of other skills and writing is no exception and in wherever English is a foreign language, the skill second to reading and deserves to get major attention in the process of teaching learners is writing. In fact, if such learning context aspires to go fully communicative, it has to make learners effective writers because writing is not speech. They are different from each other. If language teaching circles want to make learners good at English language, they have to emphasize on enabling learners to become good writers in order to become good speakers. Such views are even supported by those who call for achieving aspects of communicative competence in the language. Allen, J. P. B., and Widdowson, H. G., (1974), argued, "There is a strong case for the teaching of communicative competence through the written discourse for it is through the written mode, the way language actually functions as communication can be satisfactorily demonstrated." It is the fostered writing skill that can produce refined speech and thinking, too. Therefore, educational authorities must realize that, educationally, the activity of writing, particularly, during school education, is very important. Improving writing skill of the learner must always be an area of concern for the educators, teachers and researchers, as well. Intensive works on writing is essential to make learners capable of expressing themselves through writing in this foreign language. Suitable and stimulating material should be provided to learners to encourage them to write and discover learning styles. Hyland, K., (2003), was right when he said, "materials are generally used to provide a stimulus to writing or discussion, as a starting point for language input and analysis, and as ideas for organising teaching activities." Byrne, Donn, (1991), also says that the preface and practice of some form of writing enables learners to provide for different learning styles and needs.

# Writing vs Speech and Thinking

## Writing vs Speech

Language is primarily spoken and not written, but many languages have not only the spoken form, but also the written form that, I adhered to, refines the spoken form. Any language that does not have the written form is bound to be prosaic and then perish. Though writing skill is the last skill in the skills-sequence of the mother tongue acquisition situation; LSRW, however, it is neither an inferior skill nor is it a solitary skill as some thinkers claim, but it is a major skill which performs important functions. Some linguistic circles considered language as speech only and writing was regarded as an alternative medium of speaking. According to Goodman, Kenneth, (1989), writing has its foundation in oral language, but its unique purpose, form, and function set it apart whereas oral communication can rely on immediate verbal and nonverbal feedback.

In spite of the fact that the relationship between speech and writing may seem to be close, intimate and closely interconnected, writing is not identical to speaking. Besides possessing a different organizational and linguistic character and specification, speech and writing are different entities and each one tends to serve a different function. Therefore, in any linguistic analysis, a sharp distinction must be maintained between speech and writing because in spite of the fact that the relationships between them may seem to be close and intimate, but written communication is distinct from the spoken communication in the sense that writing is not a visual or direct representation of speech. Each has its own recognized sphere of operation that observes its framework of rules.

Brown, H. D., (1994), points out some differences between writing and speaking. They may be summarized as follows:

- Performance: oral language is transitory, must be processed in real time, while written language is permanent and can be read, and re-read as often one likes.
- Production time: writers generally have more time to prepare, revise and revise their words before they are finalized, while speakers have a little or no time to do this.

- Distance: between the writer and the reader in both time and space eliminates much of the shared context that is present between speaker and listener in face-to-face contact and this necessitates greater explicitness from the part of the writer.
- Orthography: in writing carries a limited amount of information compared to the richness of devices available to speakers to enhance a message (for example: stress, intonation, pitch, volume, pressing).
- Complexity: written language tends to be characterized by longer clauses and more subordinators, while spoken language tends to have shorter clauses connected by coordinators, as well as more redundancy (repetition of nouns and verbs).
- Formality: because of the social and cultural uses of which writing is ordinarily put, writing tends to be more formal than speaking.
- Vocabulary: Written texts tend to contain a wider variety of words, and lower frequency words, than oral speech.

The main differences between speaking and writing are tabulated by Emig, J., (1977), as follows:

| **Speaking** | **Writing** |
|---|---|
| Natural and even irresponsible behavior | Learned behavior |
| Natural process | Artificial process |
| Not slower than writing | Slower than talking |
| Rich, luxuriant, inherently redundant | Stark, barren, even naked as a medium |
| Leans on the environment | Must provide its own content |
| The listener is usually present | Audience is usually absent |
| Does not result in a visible graphic mode | Usually results in a visible graphic mode |
| Since no product involved not much a committed act | Because there is a product involved tends to be a more responsible and a committed act |
| Proved to be ephemeral and treated mundanely | Throughout history, an aura, an ambience a mystique has usually encircled the written word. |

| | |
|---|---|
| Not a source of learning | Embodying both process and product, readily a form of source of learning |

The main differences between the oral and the written form of language may also be discussed as follows:

- Writing is the most complex difficult of the language skills to learn. It is a more complex and formal activity than speech. As it produces a permanent record, it requires greater precision and care. It is a complex behavior, an art, an active skill, a conscious effort, a productive skill, a mode of self-expression and a culmination of creativity. It springs from the continuous effort of the learner to employ various components of writing and produce a sensible text. Suzan, De La Paz, S., and Graham, Stephen, (2002), were right when they said, "Writing is a very demanding task, requiring the orchestration of a variety of cognitive resources." This complexity and difficulty force the learners adhere to the conventions of writing not only at the surface level, but also grasping those conventions which control the skill and activity of writing in all its manifestation. It indicates that writing is higher in form than speech. Kress, G., (1989), in Tribble, C., (1996), were right when they said, "the person who commands both the forms of writing and of speech is therefore constructed in a fundamentally different way from the person who commands the form of speech alone."
- In writing, the message is conveyed through the written medium; by the use of conventional graphemes. Thus, developing speaking skill first will not have much benefit for writing skill because writing does not mean inking down speech on the paper. Speech uses the vocal organs, produces air-pressure movements and creates sound that is manifested in its own meaning.
- Speech is used to maintain interpersonal and social relationships. It addresses listener's response by means of stress, rhythm and face gesture to clarify our points. As no such a direct interaction is possible in a piece of writing, writing is the skill in which sequences of sentences are arranged in a particular order and linked together in certain ways.

- Written communication is distinct from spoken communication in structure and mode of functioning. The way they are structured and the way they function make them different from each other. The participants in speaking help to keep speech going even with the violation of the rules of language. Hence, as speech runs in this way, no attention is paid either to organize sentence structure or to connect sentences carefully. Thus, speaking is a spontaneous expression of thinking. It does not require grammatical, punctuation, idiomatic and orthographic accuracy and precision in expression, therefore, speech is ephemeral and can't be, linguistically, prescribed. Evaluating speech needs evidence in the form of something which the evaluator can, see and listen before giving final linguistic judgment. Oral form is more context-dependent because it emerges out of an interaction between speaker and listener or the participants in the verbal meaning-making process. Speech, according to Lazaraton, A., (2001), "is almost always accomplished via interaction with at least one other speaker. This means that a variety of demands are in place at once: monitoring and understanding the other speaker(s), thinking about one's own contribution, producing its effect, and so on." Byrne, Donn, (1991), remarks, "Oral communication is sustained through a process of interaction except in special circumstances, such as a lecture. The participants help to keep it going. Because speech is spontaneous, we have little time to pay attention either to organising our sentence structure or to connecting our sentences." Hence, in speech, a kind of giving and taking situation exists between the listener and the speaker in which many body-gestures contribute to conveying the meaning and this allows to marginalize the strictness of the rules of the language. The presence of the listener or audience makes the process of communication less difficult and has a direct and immediate concrete impact on the mind of the listener whether the whole message is understood or not. It gives the speaker a chance to get immediate feedback on the topic, make changes, if necessary and use tone or stress particular words to make the piece of information comprehensible or emphasized. The speaker and the listener employ many facial and physical

gestures, tools in the process of giving and taking with each other. The speaker has a variety of communicative tools at his disposal such as physical gestures and movements, pronunciation, tone of voice, accent; primary and secondary, intonations; rising-falling and facial expression which bear meaning and tend to create a more direct effect on the listener.

- Writing, being is an orthographic activity, gives systematic and graphic permanence to the utterance. It is the skill which conveys documented ideas, thoughts and feelings from one mind to another mind. It is a refined composition that represents words by means of written signs. It is a medium used to document ideas, information, etc. Writing is a system that expresses language by means of permanent graphic marks. It involves writing effectively and creatively and committing something to a relatively permanent form. It produces a documented record that is judged by whoever reads it even after thousands of years. It is judged by its form, style, content, logic, etc. In other words, it is easier for the teacher to judge the writing competence the learners through their writing that is why writing is regarded as the most reliable sources of judging the individual competence in language. Therefore, unlike speech, writing requires care, thought, idea and concentration on the part of the writer. It involves many activities such as manipulating, structuring, developing and organizing ideas and critically reviewing, revising the written text and then communicating it. In writing, the writer must have the ability to organize and present, in a sensibly readable fashion, his thoughts and ideas. The rules laid down for performing writing must be adhered to and the graphical symbols must be arranged and ordered in a way that creates meaningful and correct communication.
- Writing observes grammatical relationship strictly and great precision and care are required in writing because it is permanent and therefore it requires careful and special sequencing, organization and adherence to certain rules. This is basically because writing a text in a language is not just a process of presenting day-to-day conversations in a graphical form, but it is a process of presenting thoughts in a structured

manner that adheres to the rules of grammar and texting. In writing, expression is refined as it adheres to certain rules of the language. As the basic unit of writing is the sentence, the sequence of sentences in writing is arranged in a particular order and connected together in certain manner so as to produce a sensible communication. This requires operation of varieties of cognitive resources in the form of grammatical, idiomatic, orthographic accuracy and precision in expression. Writing is a mirror of organized utterance used by people who communicate through it. It involves the usage of different types of structures which are not common in speaking mode. According to Vygotsky, L. S., (1962), "Written speech is a separate language function differing from speech in both structure and language mode of functioning. Even its minimal development requires a high level of abstraction and it actually demands conscious work." According to Bowen, J. D., et. al, (1985), "writing is more rule-bound than speaking. Considering the control of the orthographic system, the careful organization, and the linguistic conservatism required, writing is the most demanding of the language skills." According to Bowen, J. D., et. al, (1985), "Writing is more an individual effort than speaking, while at the same time more rule-bound and therefore more error-prone. . . The speaker does not have to pronounce each word exactly according to one standard of pronunciation or one model of structure, while the writer is expected to produce according to one model of spelling, and usually a reduced range of structures, with 100 percent accuracy." In writing, the mental representation which is in the form of lexical manipulation of thoughts which are presented by adhering to the notion of correct grammar and appropriate expression so as to facilitate reader's comprehension. When writing, the writer has to be careful in the choice of structures, sentences and above all the organizations of the text. This makes writing systematic in the sense that it refers to the writer's linguistics ability in shaping and reshaping letters, phrase sentences, editing them and conveying ideas by using the written symbols. In writing, the writer must possess vocabulary and grammar competence which are essential components for practicing and developing

writing skill. This makes writing a rule-bound activity that is edited and accomplished slowly and carefully. Harris, J., (1993), states, "Writing is a process that occurs over a period of time, particularly if we take into account sometimes the extended periods of thinking that precede the creation of an initial draft. Even in the more immediately focused stage of constructing a text, writers pause, think, write, and revise and so on. This somewhat halting progress reveals the number of decisions that have to be made by the writer alone and also the extent to which reflection is an essential part of the process."

- In linguistics analysis, a sharp distinction has been made between speaking and writing. Byrne, Donn, (1991), states that in speech, grammar mistakes can be tolerated because of the spontaneous nature of the medium which prevents us from fully monitoring what the speakers are saying in particular, their sentence construction and the interconnection between them. In writing, on the other hand, writers have to express ourselves in a clearer and more grammatical manner in order to compensate for the absence of certain features of spoken language, such as body-language, prosodic features and immediate feedback between the interlocutors. Harmer, J., (2004), makes the difference between writing and speaking in terms of time and space of communication, participants, process, organization, language, signs symbols and product. However, he sees that in some contexts, these differences between writing and speaking fade away. For example, the use of written language in text messaging and internet chatting seems to be more like speech norms than written discourse where speakers seem to be speaking while using written words. Another example is the degree to which a formal speech follows the rules of writing in terms of structure, organization and use of language. Such types of speech seem to be more writing rather than speaking.
- Writing plays the role of an organized mirror of minds and hence it enables the writer to reflect and make the necessary changes before presenting the idea in a written form to the reader. It gives the writer time to organize refine the thoughts, analyze the feelings and ink what is to be communicated. Speech also may be revised, but it does not provide the speaker

sufficient time. Therefore, speech tends to suffer from ill-phrasing or frequent repetitions that make it inaccurate and rather erroneous. Speech is represented by many facial symbolizations, physical expressions and even dialects that marginalize grammar and all other technical requirements of writing. It is a faster means of communication with a quick feedback and response from the listener. During speech, there are opportunities, to repeat, use hands, eyes and face gesture and even ungrammatical sentences are tolerated. Writing transfers the facial symbolization to written language with complete absence of using hands, eyes or face gesture to communicate meaning to a direct listener. In writing the writer compensates for the absence of many of the facial and physical features. Though, writing does not have face-forms tools, but it has got its own mechanics and visual devices which create a context out of words which are ordered according to logical, grammatical, lexical, cohesive and punctuation devices, paragraphing, paragraph-heading, underlining, italicizing and bolding of letters, etc.

- Harold, Rosen, (1981), made a comparison between these two modes of communication. According to him, "writing is detached from the wide range of expressive possibilities in speech. A writer is unable to exploit all the devices available to a speaker: gesture, body movement, facial expression, pitch and tone of voice, stress, and hesitation. A speaker can back track or clarify and revise ideas as listeners question or disagree. A writer has to compensate for all of these disadvantages. Compared with speech, effective writing requires a number of things: a high degree of organization in the development of ideas and information; a high degree of accuracy so that there is no ambiguity of meaning; the use of complex grammatical devices for focus and emphasis; and a careful choice of vocabulary, grammatical patterns, and sentence structures to create a style which is appropriate to the subject matter and the eventual readers."
- In written language many factors such as the spelling of the words, word formations, collocations, idiomatic expressions, phrasal verbs, etc. are considered to be essential in

accomplishing proper writing. It means that the written discourse is relatively more context-independent and the audience; the reader, is an imagined one and not a concrete one. Therefore, in the case of writing, the message is communicated after some thoughts, organization, editing and refining of the language because writing is an act of shaping the idea, putting it systematically in letters, words and sentences. The writer has to ensure that the text is free of ambiguities and it can be understood easily or with a little difficulty whereas speaking informally and spontaneously, acquired through listening during the early childhood. A person acquires, naturally, the speaking skill in his mother tongue at home without any formal instruction or education. That is why the two forms of discourses are considered, by Halliday, M. A. K., (1987), as "typically associated with two modals on the continuum from most spontaneous to self-monitored language." Hence, chances of revisions and second thoughts are always available in writing that is why it is more accurate and refined. Speech also may be revised, but as it does not provide the speaker sufficient time to do so, therefore, it tends to suffer from ill-phrasing or frequent repetitions that makes it not accurate and rather erroneous. As writing is a formal activity, the development of writing is a conscious process and not a spontaneous one. It is taught formally through a process of formal instruction and studied deliberately many years after birth. Therefore, it demands deliberate guidance in formal teaching context and a lot of efforts on the part of the learners. Scholes, R., et. al, (1991), while discussing the process of writing, argue that people learn speaking without formal instruction. Speech is the language of informal communication where there is immediate interaction and feedback that may not stick to the many rules of the language whereas writing is the way of making formal contact with a distant reader and therefore, it sticks to the rule of the language. In other words, writing is the skill which can be learned only through doing it practically which is apt to the saying which goes, 'perfection is the outcome of practice.'

- Scientific academic writing requires appropriateness of expression, correctness of grammar used and comprehension on

> the reader's part. Crystal, D., (1997), says, "In a course on academic writing, it needs to be emphasized that the written language requires precision, clarity of purpose, formality of tone to present something scientific or factual and therefore is to be rid of personal bias. It involves careful editing and redrafting so that the ideas are presented in an organized, unambiguous, précis and relatively objective manner for the readers."

Thus, we can figure out from the above comparisons that writing is, as Allen, J. P. B. and Corder, S., (1974), consider, an 'intricate' and complex task. Learning to write in a foreign language involves learning to stick to use the grammatical and orthographic accuracy of that language so as to present facts in a sequential as well as correct order. Learners who study English as a foreign language need to learn not only how to write English, but also how that the form of writing in English is not identical with the form of the spoken English as its written form adheres to grammar. The property of grammaticality is one of the main characteristics of writing in English language which may not be adhered to in speech, but it is important in written English. Therefore, in this book, along with reading, writing and vocabulary knowledge, we gave special importance to grammar of English as we will discuss it in the last chapter.

The above discussion indicates that writing is complicated and more difficult that speech and written language differs from oral language in many ways. The difficult nature of writing becomes clear through the fact that even in the mother tongue, writing is much more than just an orthographic symbolization or presentation of speech act and it may be even easy to speak in a foreign language in a colloquial manner without understanding its scriptural art or its grammar, but writing needs a considerable skill; mechanics, content and style before presenting it on the target surface. Therefore, it is seen that majority of learners in the context of EFL are poor when it comes to writing skills though it is the skill which of which practice is within their hand and they can master it if they work hard on it.

**Writing vs Thinking**

If speaking is a verbal expression of thinking process, writing is an organized presenting of that thinking. Thinking deals with various language skills in different ways. Reading interacts with thinking and plants its new information and experience into it. It is not possible to develop good thinking without reading, a lot, the bulks of sublime writings. Like speaking, writing also emerges from thinking, but it emerges in a systematic form whereas speaking emerges from thinking without, strictly, adhering to form. Nevertheless, high thinking produces elevated utterances.

Writing is the printed expression of thinking. The process of translating the abstract mental thought into a concrete form is the core art and function of writing. It can be said that writing is the process which transforms abstract mental thoughts into a concrete form of script, signs, symbols and marks. In the act of composing, the writer organizes and shapes his thoughts, qualitatively, and communicates them in a graphic manner. Thinking is typically an intensive and complex process of mental manipulation of what a person knows about the world whereas the act of composing a text involves activating that thinking to retrieve information which is stored in the memory, employing graphic linguistic structures and producing a written text that graphically incarnates that intensive and complex thinking.

The process of writing is a process of manipulating and presenting thoughts in a more systemic, selective and organized way. This manipulation of thinking, explicitly, indicates the close relationship between writing and thinking to such an extent that good writing is impossible without good thinking. Similarly, bad writing is a sign of a poor or retarded thinking which, negatively, affects all aspects of life. Murray, D., (1978a), rightly says, “In writing, a writer is involved in various thinking processes.” Thus, thinking is the center which organizes all activities. Without thinking, there is no reading, no writing, no speaking and no other skills. The failure of thinking means halting of the whole process of not only writing, but also all other human skills.

Writing is a tool for thinking and thinking and composing are very much related to each other. They are, in fact, inseparable activities. Thinking is the place of incubating ideas and making the

reading for production whereas writing involves the assimilation and organization of those ideas, ordering them into a correct written form and converting them into graphic symbols. Before writing, the writer first thinks, hence, language in general and writing in particular shape thoughts and thoughts, on their part, are functionalized through language skills. It means that when writing starts, organized thinking also begins, the brain becomes, actively, engaged in organizing the material being poured down, through writing, in the form of letters, words and sentences. Sometimes, a writer mayn't really know what he thinks about until he starts writing. He might not possess any idea in his mind to write about, but as he moves to write, he starts organizing his thoughts as a process of initial organization of thoughts is necessary. The process of the organization of ideas gets developed and it proceeds towards the act of writing. In other words, ideas get developed, gradually, into full thoughts then they get inked in the form of a text. When a person is at the point of putting words on the writing surface, his brain gets, actively, engaged and starts producing thoughts that provide the details of writing. It means that the writer is involved not only in transcribing his thoughts, but also in shaping and reshaping them as well as rethinking, revising and analyzing them. Elbow, P., (1973), presents a right description for this phenomenon by saying, "Meaning is not what you start out with but what you end up with control, coherence, and knowing your mind are not what you start out with but what you end up with. Think of writing then not as a way to transmit a message but as a way to grow and cook a message." It means that in writing, it is important to have a message or an idea in mind, ability to organize it for the purpose of presenting it, ability to express it in an appropriate style and ability to communicate it to others through correct writing and in all these processes thinking and writing are closely interacting with each other. As the writer proceeds, more ideas get evolved and developed and become ready to be poured through inking. It means that it is the thinking that gives material to the writer to write about. Hairston, M., (1982), states, "Writers have only a partial notion of what they want to say when they begin to write, and their ideas develop in the process of writing." Hence, writing is an activity, through which the learners can explore their thoughts, construct

their meaning and convey them in the form of a message. Murray, D., (1980), also states, "Writing is a significant kind of thinking in which the symbols of language assume a purpose of their own and instruct the writer during the composing process." This shows that writing needs planning. Flower, L. and Hayes, J. R., (1981), are of the opinion: "Writers may spend more time in planning at the beginning of a composition session. Planning is not a unitary stage, but a distinctive thinking process which writers use over and over again during composing." Thus, writing is not simply a process of transcribing, graphically, thoughts and transmitting them in the form of an encoded message, but it is also an active process whereby the writer activates his thinking, selects a specific topic, organizes the content of his topic and observes various aspects of language to use them in presenting his subject-matter graphically and correctly. Arapoff, N., (1984), argues, "Writing is more than an orthographic symbolisation of speech. It is most importantly a purposeful selection and organisation of experience. This selection and organisation requires active thought.....The process of learning to write is, therefore, largely a process of learning to think more clearly." When a writer writes, he pens down his thinking which is incarnated through words and sentences. He starts writing by identifying various issues, solving various problems and giving the best outcome of his intellectual conclusions. The writer operates his thoughts, produces ideas, evaluates them and writes down topics which contain them. He presents the knowledge which sprang from his thinking, consolidates his argument and shares it with readers. While doing so, the writer's mind puts into consideration the linguistic, ideological and social conventions which he is supposed to observe. He organizes his ideas into a coherent piece of a text, prepares a first draft, revises and refines it in order to remove the imperfections and finally he produces his final text.

While writing, writers do not merely express knowledge and content, but also they discover new knowledge and ways of refining expression. It means that writing helps in shaping, developing, organizing and crystalizing the thoughts of the writer. When thinking soars into the realm of expanding and refining itself, it gets shaped, developed, organized and crystalized and when writing interferes, it embodies it in a better way. Through writing

that dives deep into thinking, the writer is able to explore the corners of his mind, probe them and give the best of his ideas to the readers in a more effective and clear way. White, R. and Arndt, V. (1991), aptly say that through writing, the writer is able to discover and articulate ideas in ways that only writing makes possible.

Writing produces an end-product that has sprung from thinking. As it is a purposeful and goal-directed skill, writing promotes thinking process, gets promoted by it and helps in the enhancement of learning. Without an active and rich thinking that nurses the content to be written, any attempt to write will fail. Scardamalia, M. and Bereiter, C., (1987), were right when they said, "Successful writing includes successful thinking. Thus, it helps in the shaping and crystallising of ideas. When thinking becomes better, writing becomes finer." I fully agree with White, R. and Arndt. V., (1991), who say, "Through writing, we are able to discover and articulate ideas in ways that only writing makes possible. But a matter of even higher importance is being a tool for thinking. The close relationship between writing and thinking makes writing a valuable part of any language course."

Writing skills is a medium of bringing out thoughts and ideas from the depth of intellect to the surface on which it is to be presented. It is a process of pouring out thoughts and ideas on the writing-surface. This reflects the complexity of the process of writing skills. To produce ideas in writing, the writer has to undergo a brain-storm about the topic, develop and prepare his idea and possess command over the language which he is going to write in. Flower, L. S. and Hayes, J. R., (1981), describe writing by saying, "The process of writing is best understood as a set of distinguished thinking processes which writers orchestrate or organize during the act of composing." Hence, writing skill develops the process of organized thinking and gives confidence to the individual to organize his intellectual content and present it, successfully, through writing. This indicates that writing helps to explore the individual's deepest thoughts and bring them to the surface. It is through writing that thoughts are explored, clarified, classified and reformulated and as this process continues, new ideas come into existence, get disseminated and become assimilated into the developing patterns of human thoughts. Thus, thinking is primary

and writing follows thinking. Thinking involves many activities which are necessary for writing. Kellogg, R. T., (1994), writes, "....thinking involves a set of mental skills that create, manipulate and communicate to others the personal symbols of mental life .... or it is a set of processes whereby people assemble, use and revise internal symbolic models...."

Thinking, language and writing are closely related to each other. When a person writes, he does not write a sentence or unrelated sentences, but he produces, as Byrne, Donn, (1991), says, "a sequence of sentences arranged in a particular order and linked together in certain ways" and this can't take place without a conscious thinking that is capable of organizing, both, language and writing. Byrne, Donn, (1991), was right when he described writing as a "conscious mental effort."

Writing is an outcome of thinking and thinking will always remain vigilant and alert if the learner is engaged in writing and in this way, both, of them will contribute in developing each other. The close relationship between writing and thinking makes writing a valuable part of any language course. Therefore, the habit of just giving learners a topic and asking them to write about it is not the right way of making them good writers. They have to be given a sufficient time to think about it. Gleason, M., (1982), observed that students are asked to write about a topic but not much time is given to them to think about that topic and the writing-activity which will be carried out by them before getting engaged in the actual process of writing. It means that before writing, learners must know how to acquire and deal with facts, generalizations and concepts. Learners should have a sufficient time to incubate a rich and productive thinking about the topic and then start writing about it. They must not be empty-minded, but they must have something in their minds to say because writing does not originate from nothing. It requires knowledge, focused thought and the ability to compose.

It is clear that writing is not just a matter of presenting 'orthographic' skills, but also it is a process of dealing with the thinking process that establishes an ideological relation between that orthography and its intended meaning which springs from the intellect. Ideas get evolved and developed during the process of writing. It means that writing itself instigates the development of

further ideas related to the topic about which the writer writes. It is a powerful instrument of thought and a tool of presenting mental contents. It is one of the processes through which the writer makes an attempt to communicate, graphically, his thoughts to the outside world. It helps to explore the person's deepest thoughts and provides the writer the power to grow, personally, and influence the world intellectually.

The above discussion, explicitly, reflects that a good writing is almost impossible without possessing a good thinking. We can say that a quality writing cannot be produced without possessing a quality thinking. In other words, good writing is the outcome of thinking. It springs from a desire to say something. Since writing strengthens the process of thinking and plays a vital role in the learning process, it must be considered as an important academic skill as it helps the processes of thinking and learning and reflects the modulating relationship between writing and the competence of the writer. The above discussion shows not only the close relationship between writing and thinking, but also the complexity of writing skill, particularly, for learners of English as a foreign language. It is evident

# Writing Complexities and EFL Learners

Writing is not a naturally acquired skill even in the mother tongue, rather, it is formally learned. White, R. and Arndt, V., (1991), say, "there is no point in pretending that writing is easy." In their opinion, "Writing is far from being a simple matter of transcribing language into written symbols: it is a thinking process in its own right. It demands conscious intellectual effort which usually has to be sustained over a considerable effort of time." It is a complex, a challenging and a thorny skill. It is more than a simple activity of putting or ordering writing symbols. Writing about the difficulty of learning writing skills, Widdowson, H. G., (1985), comments, "Writing is usually an irksome activity and an ordeal to be avoided whenever possible. It seems to require an expense of effort disproportionate to the actual result." Byrne, Donn, (1979), comments, "Writing is neither an easy nor a spontaneous activity. It requires some conscious mental effort thinking out our sentences and considering various ways of combining them, re-reading what is written as a stimulus to further writing." It is the hardest skill for even native speakers of the language itself as it involves not just a graphic representation of expression, but also the development and presentation of thoughts in a structured and correct manner, therefore, it may never reach, within any person, the simplicity level of speaking skill; though both are not identical as we have seen earlier. Describing the complexity of writing Stubbs, M., (1980), says, "Writing poses a problem for the activity of competence, which is not posed by any of the other basic abilities. We seem to monitor our writing, as native speakers, rather more consciously than we monitor our speech, and by its stability writing is available for revision, both by the author and by others. Further, writing, because it cannot be adjusted in response to the apparent in comprehension of the interlocutor, requiresa more rigidly idealized linguistic patterning. Thus, whether we are dealing with native speakers or non-native speakers, 'errors' are unacceptable. If we couple this with the fact that writing has a major ideological role in literate societies as a

means of establishing who has access to what kinds of knowledge, we can see that the writing of the beginner non-native users of the language will often be both incomprehensible and heavily marked as uneducated, whether or not the writers are uneducated in their mother tongue cultures. When we write, thetext becomes public as an artifact independent of the writer, and is judged therefore by socially decontextualised criteria."

Writing is the most demanding of all cognitive activities undertaken by human beings. It is a complex cognitive and psycholinguistic process. Bell, J. and Barnaby, B., (1984), pointed out that writing is, an extremely, cognitive activity in which the writer is required to demonstrate the mastery and control over many variables simultaneously. It is a process of purposeful selection and organization of thought. It involves, both, cognitive and psychomotor process to empower the writing process and produce a meaningful writing. It requires learning handwriting skills, possessing conceptual abilities and coordinating the works of brain, eyes and hand. It requires mental activities such as thinking, classification, selecting opinion, etc.

Byrne, Donn, (1991), stresses the difficulty of writing and relates it not only to psychological problems, but also to linguistic and cognitive problems. According to him, "the problems related to writing are usually grouped under three headings which overlap to some extent: psychological, linguistic and cognitive." He divides the problems that make writing complex into three categories. They are as follows:

- The first category is, purely, psychosomatic in the sense that the writer faces the problem pertaining to the lack of interaction and feedback between the writer and the receiver; i.e., the unknown reader.
- The second category is of linguistic problems in the sense that in speech, grammatical mistakes can be ignored and overlooked because of the spontaneous nature of the speaking skill which prevents the listener from monitoring, accurately, what the speaker produces and the errors he commits. However, it is very easy to observe grammatical mistakes in a piece of writing because there is a sufficient scope for the reader to do such an observation whereas the immediate

feedback is not possible in speaking where non-verbal communication components such as the movements of eyes, head, hands, etc., fill up the gap to complete the process of conveying the meaning of the message of the speaker.

- The third category is related to the cognitive problems in the sense that writing has to be taught through prescribed instructions where the organizing framework of the ideas in written communication has to be mastered.

Sujatha, G., (2011), says that writing is not an easy or spontaneous activity, but it is, commonly, a difficult activity for most people, both in the mother tongue and in a foreign language. She affirms that writing requires some conscious mental effort. Leki, Illona, (1992), consider writing, in the first language, as orchestration of countless skills and strategies. In writing, the writer has to control over a number of activities and sub-skills, simultaneously, in order to create a graphic text and ink thoughts on the writing surface in order to convey the message. The difficulty and complexity of writing skill was observed also by Collins, A. M. and Ginther, D., (1980), who see that much of the complex aspects of writing arises from the large number of the writing requirements which must be satisfied simultaneously.

Commenting on the difficulty the learners face in learning writing, Byrne, Donne, (1991), says, "Writing is a totally new experience for most of them. The degree of expressiveness and fluency in first language writing may not reach the highest level for many learners" because it is learnt by learners at a later stage through formal teaching that is rendered in a formal environment or formal setting. Therefore, the route to reach a level of writing competence is a complex and a long route. Commenting on the complexity of learning writing skill, Applebee, Arthur, N., (1984), says, "Learning to write is an intricate and ongoing process. It begins early, with a child's first doodles on the nearest table or wall, and continues through the dissertation and beyond. For most of us, writing remains a difficult process, avoided at some length, and enjoyed most only in the completion." Vygotsky, L. S., (1962), has gone to the extent of comparing the complexity of the process of learning the skill of writing to the process of learning algebra which is harder than arithmetic. Added to this problem, is the fact that in

writing, the discrete nature of the linguistic symbols, specially, if they are foreign to the learner, and the way they are linked together and inked down should be observed consciously and carefully. The learner should recognize the sound of each letter and the structure of each word and put them in a certain order to form a phrase or a sentence that gives a sensible meaning.

Byrne, Donn, (1991), classifies the problems of writing skills into three parts. The problems can be psychological, linguistic and cognitive in nature. They are as follows:

- Psychological problems: Speech is the natural medium of communication where the speaker is physically present and there is a listener. The speaker gets some kind of immediate feedback whereas writing, if we agree that it is a solitary activity, there is no chance for interaction or feedback. In other words, the writer depends on his own linguistic resources of the language itself as there is no chance for interaction with others or getting feedback from them. This makes the act of writing difficult and complicated.
- Linguistic problems: Oral communication is sustained through a process of spontaneous interactions between two or more persons. Consequently, there is a little time to pay attention to the form of the language, organize sentence structure or connect sentences linguistically. Rather, the speaker speaks without paying attention to the linguistic aspects of the utterance or the errors committed within them. Therefore, ungrammatical sentences are tolerated whereas in writing, the writer has to pay attention to the choice of sentence structure and also the way sentences are linked together and sequenced.
- Cognitive problems: The term ‘cognitive’ is used not only to refer to the processing of information or invoking of knowledge whether it is conscious, unconscious, deliberate or automatic, but also it refers to the process of sequencing, recognizing and classifying. Informal speech may need information processing, but it does not need sequencing and organization of ideas, but writing needs sequencing, processing and organizing the framework of the ideas. Therefore, the writer has to organize his own ideas in such a way that a reader who is not present can understand them. As writing is often directed to the reader, it

has a psychological effect which gives rise to a question in terms of content. Producing a piece of sensible writing with a meaning content involves proficiency in a number of connected spheres in which skills and sub-skills in writing play an important role.

Since learning writing, even in the mother tongue, is not an easy task, it is natural that learning writing in English language which is taught as a foreign language, will be a formidable task because writing in a foreign language learning situation is, totally, a new experience for all learners, therefore, it is a true challenge. White, R. T., (1987), states, "Writing is challenging to ESL and EFL learners because it involves discovering ideas, discovering how to organise them, and discovering what is that one wants to put across to the reader. Writing cannot be separated from thinking when students compose. The learning of the writing process is difficult and at times it may bring anxiety and frustration to learners."

Learning English as a foreign language, organizing the thoughts through it and then inking them down on the writing-surface are formidable if not impossible tasks because writing is usually not easy, simple or spontaneous. It is an irksome activity for many learners. In fact, it is an ordeal that they go through. It requires greater effort on the part of the learners compared to the other skills like reading. It is the most complex skill which requires conscious mental effort and purposeful activity.

Controlling over the syntactic rule of English language is a source of great challenge to the learners. They face problem in the process of constructing correct sentences and developing proper paragraphs. Since the syntactic rule of the language is the tool that enables the learners to communicate correctly through writing, they have to learn about the way words, phrases and sentences are selected, the way words, phrases and sentences are structured together and the way words, phrases and sentences are sequenced and ordered to create a sensible text. Hinting at the importance of the linguistic aspect of writing, Tedla Zem Asseefa, (2007), says that in situation "where syntactic rules have not been mastered, the mind is engaged with linguistic matters learning little capacity from the communicative function of the text." Mastering the syntactic rule and overcoming the challenges faced by learners in dealing

with the syntactic rules need a lot of practice. They have to undergo a lot of practice in drills of functional grammar. Turk, C. and Kirkman, J., (1989) point out, ".....few people lack the basic equipment to learn to ride a bicycle (balance, strength, sight) but must become skillful cyclists only after much practice. Confidence is the main necessity and one must have the courage to get on and try. The same is true with writing. Most people have the basic reinforcements (experience, language) but like riding a bicycle, writing is a skill that must be learnt doing it." This confirms the fact that perfection is the outcome of practice. In the process of learning any skill, practice is a major component that paves the way for achieving perfection. Tedla, Zem, Asseefa, (2007), rightly says, "Practice brings coordination and control. Continuous practice will change writing from an apparently random exercise to an efficient means of getting somewhere."

Writing is not a skill of only documenting something on the surface of writing, but it is also, inherently, an integrative process which combines the total intellectual ability of the writer. Learning writing skill in English as a foreign language demands a lot of continuous efforts on the part of the learner until he masters it. It needs great effort to master its various components and a lot of practice is the only way to achieve the full grip and command over writing. The responsibility of making the learner take necessary initiatives and employ necessary and suitable strategies rest, heavily, on the shoulders of the teachers who has to bear in mind all the complications and then concentrate on finding a way out of them so as to qualify the learner in writing.

Moreover, it can't be denied that the process of learning to write in English language as a foreign language is usually influenced by the mother tongue because the mother tongue influence in the process of learning a second/foreign language cannot be ignored. This influence may have positive sides. Rich thinking in the mother tongue expands the writing ability not only in the mother tongue, but also in English language. Possessing the skill of organizing one's thoughts and the ability to write in the mother tongue will, definitely, help one to learn and write in English language. Leki, Illona, (1992), says that as writing in the mother tongue is a process of arranging many skills and strategies.

The skill of organizing one's own thoughts and the ability to write in the mother tongue will help, later on, the learner to write in the target language. In other words, richness of thinking and the ability to translate that thinking into writing in the mother tongue play a crucial role in developing writing skill in English language. This means that developing the learner's writing skill in the mother tongue is important if the teacher wants him to learn writing in the foreign language.

It is important to remember that wherever English is a foreign language, the general writing skills of the learners do not get developed during the school level. They, rarely, reach a level that enables them to get their thoughts down on paper because writing is not given a due care and learners are not being taught how to perform writing tasks. Therefore, learners fail to write what they really want to write in English language in spite of the long years which are devoted to the teaching/learning of this skills. This is a natural consequence of the defective systems of the whole English language teaching programs in general and the absence of the course of writing activities in particular. It seems that learners have been exposed to some teaching which did not give them except a few aspects of the language and even these aspects were taught and learned from examination point of view. Learners whose rote-learning achievement helps them only to reproduce only the memorized answers during exams, will definitely fail to produce a genuine piece of writing on their own. This is basically because teachers are exam-minded and therefore, as Mathew, R., (1997), implied, the more they concentrate only on those aspects that help learners to through exams the more bankrupt learner they produce. It is this examination-oriented teaching that makes many school-leavers incapable of performing any true writing task on their own. They are linguistically bankrupt. McLeod, S., (1987), described the ramifications of linguistic bankruptcy by saying, "They show evidence of autonomous nervous system arousal paper wadding, pencil chewing, sighing but they describe this agitation in negative terms. They are frustrated, blocked; they have difficulty in continuing. He further adds that there are of course cognitive possibilities for some students' distress; they may not have an adequate repertoire of plans, or they may have right rules that keep

them from moving on in the writing process." This may be the same case with the learners of English as a foreign language where learners carry not only the burden of writing in English language, but also of learning the whole language because even in the mother tongue, writing needs a higher level of language proficiency in terms of grammar, vocabulary and format. How will a learner, who is not writing in his own mother tongue, learn to write in a foreign language? How will a learner, who is not reading in the target and not possessing suitable stock of vocabulary express himself in writing? How will a learner, who is not acquainted with the functional grammar, be able to express himself, correctly, in writing through a foreign language? Learners who do not practice writing in their own mother tongue, do not practice intensive reading in the FL and learners and are not acquainted with the functional grammar of English language, will find it very difficult to express their ideas correctly in English language. In fact, these are the same issues which face learners in, both, the second language and the foreign language situations. Commenting on this problem which faces L2 learners, Hyland, K., (2003), says, "..... most of us have a vocabulary of several thousand words and an intuitive ability to handle the grammar of the language when we begin to write in our L1 but L2 writers often carry the burden of learning to write and learning English at the same time." It is in fact the same problem which the learners of English as a foreign language face.

In some cases, many learners fail to free themselves from the shackles of the mother tongue when they come to deal with writing in English as a foreign language. They write in the same way they write in the mother-tongue without observing the structural difference between the mother-tongue and the target language. It means that they use the same tools of the mother-tongue to deal with the foreign language. This may be attributed to the learners' perception or cognitive structure which has been engineered by the mother tongue. Richards, J. C. and Long, M. N., (1985), termed it as 'Cognitive Variables' that might be involved in the process of writing in the target language. There is no doubt that some aspects of learners' dealing with writing in the mother-tongue may creep in and hinder the process of learning writing in English as a foreign

language. Describing this issue Rubin, J., (1981), says, "When they come to the class, they come with their own individual perceptions and ways of learning." It is important to remember that learners are individuals and their perceptions are also individualized. Foreign language teaching system should modulate learners' perceptions and cognitive structure pertaining to the way of learning writing and adjust them to go along with perceptions and ways of writing that serve the progress in learning writing in the target language because the individual perceptions and behavior which have been acquired in the mother tongue influence the process and strategy of learning the target language. In this regard, the physical act of writing may be spontaneous for adult writers during writing in their L1, but it becomes a conscious act when they try to write in the FL, especially when the FL orthography and direction of its writing are different from those of the learners' L1; English and Arabic. The same is also true if the rhetorical style of the FL is, vastly, different from that of the L1. If there are similarities in writing between the mother tongue and the target language, knowledge of writing in the mother tongue may get easily transferred to the learning of writing in the target language at some levels, but if they are different, they pose a true challenge to the learner. Some languages may appear to possess flexibility of modulating some types of structure in spite of the apparent complexity of their structure. This may, negatively, affect the final output of the writing in English as a FL if the learner does not take care of them. For example, in Arabic language each letter represents one sound while in English language, a letter or a combination of letters may represent a variety of sounds or the same sounds can be written in different ways. While English language follows an alphabetical writing system, Arabic language follows a syllabic writing system. This adds to the difficulties of the learners of English as a FL in Arabic speaking situation. Moreover, while the common sentence structure in English is SVO, (Ali defeated Omar عليٌ هزم عمرَ), in Arabic language, it can be, both:

- SVO (Ali defeated Omar عليٌ هزم عمرَ)
- and also VSO (هزم عليٌ عمرَ Defeated Ali Omar), but the latter can't be accepted in English language.

As writing is part of the educational effort that the learner undergoes, it has a psychological effect which gives rise to a

question in terms of content; what to say. What the learners have learned in the past can be a suitable source of content of writing. In this regard, Dewey, J., (1933), says, "The problem is to direct pupil's oral and written speech used previously for practical social needs, so that, gradually it shall become a conscious tool of conveying knowledge and assisting thought." Thus, previous writings or reading activities in the mother tongue or reading activities through English as a foreign language, if monitored properly, will help a lot in fostering learner's skill in writing in English language. All these issues need to be monitored and modulated in favor of developing the skill of the learners in writing in English language.

The learner, in order to write in English language neatly, correctly and clearly, should:

- possess writing purposes and thinking skills.
- know the subject-matter about which he is going to write.
- possess exceptional conceptual skills such as thinking, selecting classifying and organizing the content.
- discover not only the idea about which the writer writes, but also knowing how to organize that idea and put it to the reader in the form of a text.
- write on a familiar topic which lends itself to expression within the range of vocabulary and sentence structure that have been taught and learnt keeping in mind the conventions of the written discourse such as cohesion, coherence, clarity of thought and expression and correct spelling and punctuation marks.
- transfer the abstract thoughts or unordered verbal expression into concrete thoughts and ordered graphic texts.
- master the written form of the language and possess the ability to produce, appropriately, a written language.
- perform correct guided, free writing, personal letters, applications, reports, essays, etc., neatly and correctly, at a reasonable speed, with reasonable accuracy on topics within the experience of the learner and without committing gross errors that affect intelligibility.
- select the content, finding suitable words and vocabulary to express it, organizing it, avoiding spelling problems, adhering

to punctuation rules and accurate capitalization and paragraphing.

- combine various components of language and controlling various variables simultaneously,
- observe the word structure, the sentence structure and the paragraph structure along with elements like cohesion, coherence, unity, tone, diction and synchrone as well as coordinate all these requirements into a unified text.
- pay attention to higher level skills of planning and organizing as well as the lower-level skills of spelling, punctuation, word choice, etc.
- possess skillful eyes, well-monitored movement of the fingers of the hand.
- present ideas coherently by introducing, developing and concluding the topic.
- have the skill of drafting, checking, revising, editing and finalizing the content.

The first measure to be adopted to overcome the complexities of writing skill and pave the way for the learner to learn is to find out a suitable teaching approach and method that puts the learner on the right track of reaching the level of excellence in writing skill. The teacher should be aware of various approaches of writing and the devise his own way of writing which suits his teaching situation. The next chapter will try to discuss, briefly, some methods and approaches of teaching writing so that to make teachers acquainted with them and help them to evolve their own method and approach of teaching writing in situation where English is a foreign language.

# Approaches for Teaching Writing: A Brief History

In the known earlier learning theories, writing was not given much attention because it was argued that language is, as Brooks, N., (1960), puts it, "primarily what is spoken and only secondarily what is written." Hence, it was believed that language learning as a whole is a process of habit formation activity and mastery over the oral skill than writing skill. It was assumed that speech had more importance and consequently, writing was a neglected and relegated to a secondary position in the teaching/learning of languages. It was considered as a graphic presentation of speech and therefore, when writing was first included in the teaching curricula, it was considered as a simple representation of, as Rivers, W. M., (1969), puts it, "what students learned to say."

Then, in the mid of the second half of the 20th. century, various approaches have been developed about teaching writing skills. Raimes, A., (1983b), classifies approaches to teaching writing into five types. They are as follows:

- Controlled to free writing approach,
- Paragraph pattern approach,
- Grammar-syntax-organization approach,
- Communicative approach, and,
- Process approach.

The above writing approaches may be discussed as follows:

**Controlled to Free Approach**

The control- to- free approach to writing was considered to be sequential. Speech was considered to be primary whereas writing served to reinforce speech. It stressed mastery of grammatical and syntactic forms. It is concerned with using the appropriate words, structuring the text and adhering to punctuation rules, word-order, etc. In controlled-to- free approach learners do not generate texts from themselves. The only writing learners do is to write grammar drills. They work on the given work and they strictly perform the prescribed operations. According to Paliwal, A. K., (1998), "…the controlled stage concerns itself with the

production of accurate language in context, the guided stage with the organization of material which is given, and the free stage with the production by the student of both content and language." Controlled composition consisted of practicing sentence patterns and striving for grammatical accuracy and correctness. Accordingly, learners monitored through controlled composition. They were not allowed to make errors which were considered as barriers to learning.

Controlled- to- free approach is successful with beginner learners, therefore, some linguists preferred teaching writing through controlled composition. Pincas, A., (1962), for example, was in favor of controlled writing and she dismissed free composition because she believed that it is a "naive traditional view... in direct opposition to the expressed ideals of scientific habit- forming teaching methods." She further states that "the reverence for original creativeness dies hard. People find it difficult to accept the fact that the use of language is the manipulation of fixed patterns; that these patterns are learned by imitation; and that not until they have been learned can originality occur in the manipulation of patterns or in the choice of variables within the patterns." In controlled writing, as Leki, Illona, (1991), says, "The writing is carefully controlled so that the students see only correct language and practice grammar structures that they have learned." Describing controlled- to- free approach, Raimes, A., (1983b), says, "students are first given sentence exercises, then paragraphs to copy or manipulate grammatically by, for instance, changing questions to statements, present to past, or plural to singular. They might also change words or clauses or combine sentences."

It means that learners, at lower levels of education, work on a given material and perform, strictly, the prescribed operations on it. With these controlled writing, it is, relatively, easy for learners to write a great deal, yet avoid committing errors because they have a model before them and therefore, they have limited opportunity to commit errors. They continue performing such tasks for a considerable time to improve their ability to write correctly. Through engaging learners in such activities, the teacher's task of marking learners' performance is also quick and easy.

However, controlled composition was rejected as it was

considered that it is a mechanical activity. Rivers, W. M., (1968), pointed out that controlled writing reduced writing to a handmaid of the other skills; listening, speaking and reading and one "which must not take precedence as a major skill to be developed." In controlled- to- free approach of writing, the activity of writing was considered to be as a service activity rather than as an end in itself. Therefore, guided writing was introduced at the lower intermediate level. It was not fixed and rigid in its approach to teaching writing as that of controlled- to- free approach writing. It was concerned with ideas and facts given by the teacher for the learners to express them through their own sentences. The shift from controlled- to-free approach to writing to guided composition paved the way for the progressive development of other pedagogies to explore writing skill through new teaching/learning perspectives.

At high intermediate or advanced levels of learning, learners are given free compositions to express their own ideas, effectively, on familiar topics without any help from the teacher. It means that only after reaching a high intermediate or advanced level of proficiency in writing, learners are allowed to try some free writing topics in which they express their own ideas through free writing. This approach stresses three features; namely, grammar, syntax and mechanics. It emphasizes also accuracy rather than competence, originality and quality writing.

Some other teachers stressed the quantity of writing and not quality, therefore, they opted for teaching writing by assigning more free writing on given topics with minimal correction of errors committed by the learners. Their aim was that the higher intermediate-level learners should not bother about the form of the language or its accuracy, rather, they should achieve fluency first. They should give importance to fluency and content first, rather than worrying about the form, accuracy or correctness of the text. In the free writing approach, Raimes, A., (1983b), says that learners are asked to "write freely on any topic without worrying about grammar and spelling for five or ten minutes. The teachers do not correct these short pieces of free writing; they simply read them and perhaps comment on the ideas the writer expressed." According to this stage of learning writing, when one's ideas are inked down on the page, grammatical accuracy, organization, etc. will, gradually,

follow as a result of personal feedback or teacher's indirect correction.

**The Paragraph-Pattern Approach**

A paragraph is considered as the building-block for any writing. Raimes, A., (1983b), says that in the paragraph-pattern approach, "students copy paragraphs, analyze the form of model paragraphs, and imitate model passages. They put scrambled sentences into paragraph order, they identify general specific statements, they choose or invent an appropriate topic sentence, they insert or delete sentences." The body of writing is, usually, made up of paragraphs. Hence, it is a short write-up on a subject which is made up of a group of sentences that give information about an idea by beginning with an indent, including a topic sentence and detail sentences and then putting them in a logical order. It should not be too long nor too short, rather, the length of the paragraph is decided by the content to be written. If the paragraph is too long to such extent that it may make the idea vague and unclear, it should be, further, divided into parts to make maximum clarification of the content of writing. However, there is no specific rule regarding the length of a paragraph. Sometimes, a single sentence stands for a paragraph. Sometimes, having too few sentences for a paragraph may cause a problem. If sentences are not enough, it is better to be a little descriptive so as to prolong the paragraph. In this regard, beginner learners are supposed to be introduced to paragraph writing so that they can write narrative passages; stories, or descriptive passages.

A good paragraph may include a topic sentence which is the main idea of the writing. The topic sentence may be one sentence that states the idea or opinion. It should use a strong verb and make a bold statement. It also supports sentences which describe, give more details about the main idea or opinion, provide explanations and support the topic sentence of the paragraph. It should also possess the concluding sentence that restates the main idea or opinion which has been mentioned in the topic sentence and reinforces the idea or opinion. It means that the sentences have to be related to the main idea and put together in a way that makes the text has a unity and meaning. The whole process of writing should

have a logical order. This will make the paragraph a cohesive body in which the transitional sentence prepares the reader for the following paragraph.

Leaners in different cultures may organize and construct writing in the mother-tongue in various ways. If they want to write in a FL, they still need to analyze and practice writing according to their own way of writing in the mother-tongue. It means that there is an emphasis on organizing the written material rather than on the correctness, fluency or writing according to the organizational rules of the target language.

**The Grammar-Syntax Organization Approach**

This approach considers that writing cannot be learned by separating its essential components because it is not composed of separate skills which are learned one by one. The grammar-syntax organization approach stresses the need to work, simultaneously, on more than one component in teaching writing. It devises writing tasks to lead learners to pay attention to organization and at the same time do not neglect grammar and syntax. It stresses conveying the message through a correct text and links the purpose of a piece of writing to the accurate forms that are needed to convey the message, eloquently and correctly. Thus, this approach pays attention to all aspects of writing; organization, grammar and syntax in order to achieve cohesiveness. In this approach, learners are encouraged to behave like writers in real life and present their writing to the real readers; the teacher because traditionally, the teacher has been the reader of learners' writings and therefore learners used to do their best as they are writing for a real reader; the teacher with whom they are familiar and the teacher, on his part, gave them the feedback that helped them to progress.

**The Product Approach**

This approach is also known as the traditional approach to teaching writing skill. It includes learning or memorizing long lists of vocabularies, grammatical rules and basic conversational sentences in the form of 'situational dialogues' and then it applies the knowledge to the production of sentences which are translated into and out of the target language to make learners

familiar with the target language features. Then, they are asked to write features of the communication that may be produced in hotels, restaurants, banks, markets, etc. While doing so, learners should focus on form and structure of writing. It means that this approach gives importance to writing as a finished-product. As the focus is, mainly, on the ability to produce correct 'products' or ends, this approach is referred to as the product approach because, according to this approach, the ends have a great bearing on the means. The teacher exposes learners to different genres and models of writing such as expository, narrative, descriptive, etc. Then, the learners are asked to imitate specific features represented by each type of genre. When the learners become familiar with those writings, they are asked to duplicate the same features of that genre in a variety of settings regardless of the contents. Brooks, A. and Grundy, P., (1998), remark, "some teachers ask their students to produce a series of products and hope that constant repetition aided by careful marking and assessment will result eventually in acceptable product." However, the trend to duplicate the same features of the genre in a variety of settings regardless of the contents made neither the model-text nor the activities which are based on it show how the writer actually has written it. Moreover, the learners also lacked any self-involvement and self-creation tendency in writing. They are involved in a process of mere reproduction of some rote-learnt material or modelled sentences.

**The Process Approach**

This approach emerged as the result of the dissatisfaction with the product approach and as a reaction against the faulty assumptions of its advocates. However, the shift from the existing teaching practices and pedagogies was not an easy task because they were already prescribed pedagogies and practices which were central to almost all language teaching/learning courses for decades and any deviation from the established and prescribed pedagogies and practices was like a crime committed against the teaching/learning circles. However, the lack of confidence and true involvement with the assigned writing tasks, the absence of creativity and the repetitive mistakes made the teaching circles to welcome the process approach of teaching writing.

The process approach emphasizes the cognitive act which is involved in the process of writing rather than advocating a specific approach of teaching writing. As the process approach considers that each classroom is a laboratory in itself, it believes that quality education should be open-ended and experimental in nature and therefore, it should encourage teachers to try out different approaches of writing and find what would work best in their teaching situations. It means that the cognitive act involved in the process of writingis emphasized, therefor, learners are encouraged to explore a topic through writing, show the teacher and other learners the drafts which they have written, use them to read over and think about and the move to new ideas. In this way, the process of writing is given more importance and learners come to know about how to write a specific topic and how to start it. Describing what the learners do, Raimes, A., (1983b), says that they "move away from a concentration on the written product to an emphasis on the process of writing." She says that learners ask "not only questions about purpose and audience, but also the crucial questions: How do I write this? How do I get started?" Thus, the goal of writing in the process approach is to teach learners the skill of writing and make them true writers. Flores, E. M., (2009), opines, "we want students to understand what it means to be a writer – what it means to take an idea through careful planning and ongoing decision making, turn it into a story, a poem, and an essay, or text."

**The Communicative Approach**

In the communicative approach to writing, writing grows as a reflection of oral activities. It should be taught as a real communicative act by setting of purposeful and meaningful tasks such as exercises of information-gap through language games, role play, group work, pair work, etc. Raimes, A., (1983b), says that student is asked to assume the role of a writer who is writing for the audience to read. However, such a claim proved to be a slogan only because the concern of the communicative approach as a whole was not writing at all. In foreign language teaching situation, communicative approach could not teach any skill or achieve any of its goals.

## The Genre Approach

The genre approach is defined as 'a framework instruction.' The term 'genre' has been defined as a communicative event related to specific topic. It is used in order to teach learners the skill of writing through concentration on a specific subject-matter. The learner selects a topic that deals with, for example, a film review or an editorial writing which gives an idea about content of a specific book and then he imagines that there are readers who need to read such subject-maters. Such topics act as sources which release the potent activity of the learner and a set of trouble-shooting strategies that enable him to write and fulfil the expectations of the imagined-readers of that type of genre. Each genre is made up of linguistic features that come into organizational structures to produce a written communication. The linguistic features are reinforced through writing.

## The Handbook Approach

The Handbook approach is a typical composition writing approach which offers one sequence for writing. According to Miller, E. James and Judy, Stephen, (1978), the sequence includes (i) personal writing, (ii) public writing, (iii) the creation of the self, (iv) versions of the self, (v) how deep can one go? (vi) encountering the world, (vii) interweaving the world, (viii) exploring/probing/researching, (ix) causes and commitments, (x) writing and the ultimate self. It means that it considers that better writing sequences, in general, have a basic principle which starts with the learners' linguistic skill and psychological maturity. Therefore, it guides them along the natural patterns; the 'inner world to the outer worlds' pattern, as it considers that a writer, first, needs to explore his own personal thoughts through private writing before presenting those thoughts to the readers. The Handbook approach begins with the smallest language particle; the word, and makes the learner describe it, syntactically, by learning the parts of speech. It means that it continues through larger units; the sentence, the paragraph and the whole essay. It includes sentence varieties, styles, topic-sentences, paragraphs, and essays.

**The Perceptual Approach**

This approach does not depend only on sequence of writing nor on experience as the handbook approach did. It emphasizes on rich perception and believes that, even in the presence of experience, no sequence of writing will produce a good piece of writing in the absence of a rich perception. Therefore, the proponents of this approach emphasize perception rather than experience. They claim that poor writing arises due to poor perception. Morgan, Fred, (1979), argues that bad writing often reflects poor perception. He produces a useful sequence of assignments which include:

(i) enjoying your senses,
(ii) employing your senses,
(iii) being aware of your surroundings,
(iv) observing a scene,
(v) getting the feel of action,
(vi) observing a person,
(vii) perceiving emotional attitudes,
(viii) estimating a person,
(ix) identifying with a person,
(x) perceiving a relationship,
(xi) looking at yourself,
(xii) examining a desire, and,
(xiii) seeing the whole picture.

**Literary/Thematic Approach**

The editors of the Scholastic American Literature Series, (1977), wanted to create a literature program of writing that would encourage composition writing among learners. They consider literature as a jumping-off point for writing activities and therefore they selected a series of major themes such as, 'Who We Are', 'Where We Live', 'How We Live', 'What We Believe' and so on so as to make learners write about them. These themes are divided into sub-topics and each of them becomes a seed for many possible topics which derive from the learners' personal experiences and perceptions. The topics are selected in such a way that suits as many learners as possible. They ought to grow, naturally, from the course material itself and they must be flexible

and reflect the needs and interests of the learners because the aim is to help them to move forward according to the pattern prescribed by the learning course.

As it is clear from the above discussion, there are many methods to teach writing and there are many learning styles and learning situations and not a single approach can be adopted, alone, to teach writing. In situation where English is a foreign language, successful learning courses and teachers take the best and relevant aspects of every approach to create a way of writing that suits the learner's level, need and context of learning. Therefore, a proper blend of various writing approaches or some of them may give the best results which make writing come out in its best characteristics.

# Characteristics of Good Writing

Giving writing a higher place over other skills, Bacon, Francis, (1876), said, "Reading makes a full man, conference a ready man and writing an exact man." Indeed, a person who does not know how to communicate his message through correct and coherent writing is a person who lacks the required intellectual skill to address others. To build generations of good writers, teachers who teach English as a foreign language must be acquainted with the characteristics of good writing.

Writing is, both, functional and symbolic. It is functional as it provides a visual way to represent the language and it is symbolic as it represents the target culture and its people. Writing, even in the mother tongue, needs not only the skill of knowing words and their meaning, but also the skill of correlating sounds with suitable graphemes that represent the word, sequencing graphemes into words, building words into phrases and sentences, cohering sentences with meaning and organizing them in a readable and meaningful text. To learn written mode of a foreign language, the learner requires an additional ability and time, particularly, if the two languages are different from each other as in the case of English and Arabic. To learn writing in English language, is not, merely, the skill of learning to put down on a paper the conventional symbols that represent the utterances which are in the mind, but it is a purposeful skill of organizing ideas, facts and experiences in a systematic language. To learn writing in English language, the learner requires learning formally, deliberately and consciously each and every linguistic element through proper courses of studies. Learning to write in English language. In writing in English, the learner needs to form letters, join them together to make words, phrases, sentences or a series of sentences that are linked together to create paragraphs to communicate the intended message.

At an advanced level, writing involves going through a number of stages such as brainstorming, pre-writing, writing a draft, editing the draft, observing the mechanics of writing, adhering to coherence and cohesion, producing further edited draft,

performing proof reading, etc. For accomplishing these tasks, it is important to have a message in mind; a purpose behind writing, and the ability to communicate the message to readers, successfully, through correct writing.

To write, comprehensively, the writer should possess a good knowledge of the parts of speech of the target language, its rhetorical devices and the skill to manipulate them. He must know the context of what he is writing about, possess a rich stock of vocabulary and be acquainted with the structure of the target language; the rule of its grammar and punctuation and what a word means and how words are organized, related to each other and ordered to create clear and coherent sentences and paragraphs and make it a valuable piece of writing. According to Starkey, L., (2004), a valuable piece of writing is the one that is organized, clear, and coherent, with truthful language and effective word choice.

To accomplish a good writing and create a masterpiece of writing, a writer must possess a talent for creativity and imaginative soaring to the heights of sublime thinking. His writing should be clear, concise, exact and appropriate so as to be capable of conveying the information and ideas, clearly and accurately, without committing gross mistakes. The text should be well-organized and its sentences should be well-structured in such a way that it can be read, smoothly, and comprehended, easily. In this regard, it is important to remember that sufficient explanation, proper presentation and successive reviewing and editing contribute a lot to the quality of writing and its appearance in a systematic shape. In this regard, Nunan, D., (1991), remarks, "No text can be perfect, but that a writer will get to perfection by producing, reflecting on, discussing and reworking successive drafts of a text." Thus, writing has many systems that organize it. In 'The Writing Systems of the World', Coulmas, Florian, (1989), describes writing systems as follows: "As the most visible items of a language, scripts and orthographies are 'emotionally loaded', indicating as they do group loyalties and identities. Rather than being mere instruments of a practical nature, they are symbolic systems of great social significance which may, moreover, have profound effect on the social structure of a speech community."

McKay, S. L., (1994), discusses his experiences on the distinctiveness of a good writer and writing because good writers, usually, assess what readers do not know and what readers expect to pay attention to in their reading and then they start writing for that reader. The excellent writers know the interest and taste of the expected readers and lead their career, successfully, in the pasture of writing distinct writings. Lorch, S., (1981), says, "... effective writing is unified. It contains no sentences or paragraphs that do not relate directly to the purpose of the writing. An effective writer does not include ideas, which do not directly relate to the point that he or she is making no matter how interesting he may find them. He keeps his purpose clearly in mind throughout the writing, making sure that every sentence works in some way to support the main point." In order to develop his skill in writing, the writer should make all efforts to practice writing skill on a regular basis. He chooses suitable topics and uses reliable information and rhetorical patterns that will, most efficiently, help him to produce a good piece of writing to his readers.

The followings are the summary of the main characteristics of a good writing:

- A good piece of writing should be acquainted with the components and mechanic s of writing so as to produce a well-written text.
- A good piece of writing must have a suitable title which suits the content and becomes apt to it. It should make its content informative and unambiguous.
- A good piece of writing must have a clear purpose and it should include sufficient explanation.
- A good piece of writing must be, orderly, presented and arranged in the right order to create a sensible content.
- A good piece of writing must make its ideas should flow in such an order that helps the reader to follow the content and comprehend it without difficulty.
- A good piece of writing should be clear complete and, carefully, constructed to convey the required message because ambiguous sentences lead to confusion and misunderstanding and clarity in writing is a crucial characteristic that makes the reader receive the text and

understand the meaning desired to be reflected by the writer

- A good piece of writing should understand the reader and know how to adjust the flow of thoughts in writing according to the needs of the reader.
- A good piece of writing should have a smooth flow of ideas in such a way that it gets, gradually, developed and, at the same time, maintains the narrative unity from the beginning to the end of the content without disintegration or degression.
- A good piece of writing must possess relevant arguments which are presented in a logical manner and supported with relevant ideas so as to depict the subject-matter and make it related to the purpose behind writing.
- A good piece of writing should include only the title, content, information and question which are needed to complete the task of writing, maintain relevance and coherence of the message and avoid disintegration or degression of the structure of writing.
- A good piece of writing should be simple as simplicity is an important characteristic that must be maintained in writing so as to make comprehension easy.
- A good piece of writing avoids unnecessary words or bombastic statements as they may confuse the reader, make the content ambiguous and hinder comprehension.
- A good piece of writing must be complete, the essential ideas should be included and the basic ideas that form the message have to be presented so as to give the required message to the reader and avoid complications in the process of understanding the message.
- A good piece of writing should be accurate as accuracy is an important characteristic which makes writing capable of conveying the complete information, clearly, and without mistakes or ambiguity.
- A good piece of writing should develop accuracy in writing through drills in functional grammar and reading authentic material to develop a genuine skill in writing, accurately, and communicating the target message in a correct and sensible language.

- A good piece of writing must control the vocabulary, observe correct spelling and punctuation so as to write a text that, accurately, carries the correct meaning which is intended by the writer.
- A good piece of writing must have a proper structure that contributes to achieving coherence because coherence, in writing, is very important for smooth communication and easy comprehension of the message intended by the writer.
- A good piece of writing should have a control over the language and adopt an appropriate style to make the content clear, well-organized and precise.
- A good piece of writing should use the language, appropriately, for the purpose of the text.
- A good piece of writing should prepare suitable language and make it within the thinking framework of the writer so as to produce quality writing.
- A good piece of writing should have credibility which means that the writer steers, both, his thinking and writing skill to, carefully, depict the purpose behind writing in an acceptable piece of writing that convinces the reader.
- A good piece of writing should know the background of the readers before initiating the process of writing.

# Skills and Sub-Skills of Writing

## Skills of Writing

To produce effective writing, it is important to adhere to the skills of writing. The major skills in writing are as follows:

- Cognitive skill
- Linguistic skill
- Stylistic skill

They may be, briefly, discussed as follows:

### *Cognitive skill*

Cognitive skill in writing includes the ability to produce a written material in a logical, coherent and sequential manner. There should be a logical development of ideas to be presented from the beginning to the end. This logical development of ideas manifests itself in the skill of the writer to give a suitable title, make a good introduction, establish a clear demarcation between paragraphs, create unity and coherence in the ideas presented and finalize the topic with a definite and logical conclusion that satisfies the reader. All these logical developments are the cognitive skills. They are essential in producing a sound and sensible written material.

### *Linguistic Skill*

The linguistic skill in writing is the skill displayed by the writer in using apt and suitable syntactic and semantic structures in order to produce a sound and sensible topic. In this regard, there are many factors which influence vocabulary and grammatical forms that are selected in writing as they play an essential role in making the whole written material correct, sensible, understandable, logical, clear and interesting. The grammatical form which is adopted and adhered to determines the extent of the accuracy of the text. Therefore, to write an effective piece of writing, the writer must, appropriately, select words and arrange them in the proper grammatical order according to the linguistic rules. Then only, it can be said that the writer has adhered to the

linguistic skill and the written material has the ability to make sense to the reader who reads it.

***Stylistic Skill***

The stylistic skill refers to the sense of the text, the way the writer addresses the reader and the rules followed for applying capitalization rules and punctuation marks in the written material. It means that some writing rules are needed to make the sense of the passage or to, clearly, identify and understand the message conveyed by the writer. They determine the understandability of the written piece and enhance the quality of the piece of writing and its ability to convince the reader.

***Handwriting***

Handwriting is an important psycho-motor skill of putting and ordering, together, letters, words and sentences legibly, distinctively and attractively. The Encyclopedia of Educational Research, (1960), defines handwriting as follows:

"i) Hand - writing is the physical act of placing words on a page.

ii) Hand - writing is a taking dictation and copying; recording graphically one's own words or more frequently the words of others.

iii) Hand - writing is crafting: fashioning lexical, syntactic and rhetorical units of discourse into meaningful patters."

Handwriting is a skill which is learned almost simultaneously with the process of learning reading; after the child had already learned listening and speaking skills. Learners must be trained in good handwriting through various techniques. Graham, Steve, and Lamoine, Miller, (1980), recommended that:

(a) handwriting instruction should be taught directly, rather than incidentally.

(b) handwriting instruction should be individualized to each student's need.

(c) handwriting instruction should be planned, monitored and modified according to assessment information.

(d) handwriting instruction should be flexible in its use of different techniques.

(e) handwriting instruction should be taught in a daily period.

(f) handwriting instruction should be done in meaningful contexts when possible.
(g) handwriting instruction should be dependent on attitudes of students and teacher.
(h) handwriting instruction should be undertaken in a conducive atmosphere.
(i) handwriting instruction should be taught by teachers who can write legibly.
(j) handwriting instruction should be accompanied by self-evaluation.
(k) handwriting instruction should be encouraging a consistent legible style.

***Paragraph Development***

In a good piece of writing, paragraphs are, purposely, arranged according to an order that the reader can read easily. Sherman, J., (1994), tells learners certain basic facts about paragraphs. They are as follows:

- A paragraph in English is not quite the same as a paragraph in some other languages.
- A paragraph is something one can see. It starts away from the margin. Alternatively, the paragraph can start at the margin with the rest of the text and be separated from the paragraph before by an empty line.
- A paragraph usually contains several sentences. It is possible to have a one-sentence paragraph, but these are quite rare.
- In general, each paragraph is about one main idea. When moving on to a new point, one should start a new paragraph.

A good paragraph elaborates and explains the idea intended by the writer. It should concentrate on one idea and convey it clearly. The main idea may be stated in one sentence. It is called a topic sentence as it states the topic or the subject which the writer wants to write about. The topic sentence may be at the beginning, the middle or the end and sometimes it may, only, be implied by the writer and not expressed directly.

A paragraph can be developed by:

- a detail that uses the deductive order in which the writer moves from particular statements to the general statements.

The writer gives the details, arguments and illustrations which lead, finally, to the conclusion of the message to be conveyed. In this case, the topic sentence, usually, comes at the end of the paragraph.

- a comparison and contrast when the writer wants to write about two subjects. Comparison expresses the similarities whereas the contrast points out the differences. Both can take place within a single paragraph where every sentence compares or contrasts one subject to the other.
- a by-block method where half of the paragraph may speak about one subject and the other half of the paragraph is devoted for the second subject. One paragraph for each matter can also be allotted where a paragraph speaks about one matter and the other paragraph speaks about another matter.
- a process in which the writer narrates a story, tells about a process, etc. In this case, paragraphs must be developed in a natural order of narration where one event leads to the other event; if the narration was simple and not complicated like what we see in modern novels; digression.
- a classification and division in which the topic is broken down into its component-parts by means of enumeration sequencing such as visible markers; firstly, secondly, etc. so as to show readers that the writer has divided his topic. However, the parts in the text should give the reader an impression that they, together, belong to a whole and enumeration sequencing should not violate the principle of harmony among parts and cohesion, coherence and unity of the paragraph.

All the above ways can be employed to create cohesion, coherence and unity in the whole writing through rhetorical devices.

**Rhetorical Devices**

The rhetorical devices are necessary in writing in order to produce a text in which the sentences are organized into a coherent whole and hence they fulfil the writer's purpose behind the text. They are as follows:

***Logical Devices***

The logical devices are the words and phrases which indicate meaning relationships between or within the sentences. They may include words and phrases which refer to aspects such as addition, comparison, contrast, result, exemplification, etc. Words like furthermore, moreover, besides, in addition to, however, nevertheless, etc. They condense the meaning of the text and clarify it by means of indicating the logical relationship of the words which form the written argument through which the writer intends to convey the meaning.

***Grammatical Devices***

The links which have been established by grammatical devices are very important in conveying the exact meaning of the text because they ensure the cohesive relationships in the written text. Words which show the relationships between sentences by means of back-reference, substitution, ellipsis and conjunction are examples of grammatical devices.

***Lexical devices***

Written texts require a great deal of cohesion on the lexical level in which sentences are required to be linked together so as to give the accurate meaning of the written text. They enable the writer to create appropriate forms of written expression.

***Cohesion***

Cohesion is achieved by using cohesive devices, coherence is achieved through the use of pronouns, synonyms, connectives, judicious repetition of key words, etc. According to Hinkel, E., (2002), cohesion is an important constituent as it helps in the smooth flow of ideas, and in organizing the text in a neat and sequential manner. It refers to linking something with what has gone before. Halliday, M. A. K. and Hasan, R., (1976), say, "A text is a semantic unit limited by cohesive devices that establishes a 'semantic relation' between an element in a text and some other element that is crucial to the interpretation of it." According to Hughey, J. B., et. al, (1983), cohesion is achieved by relating non-structural elements, by trying conceptual and textual elements

together to smoothen and clarify the meaning. In this regard, the concepts and textual elements of a writer should be accessible to the reader in such a way that enables him to fill the gaps with proper background knowledge of conventions and content of a genre.

Halliday, M. A. K. and Hasan, R., (1976), say that some of the important devices that are employed by the writers are referents like personal or demonstrative pronouns which are semantically related to words or ideas which have been, previously, mentioned in the text; anaphoric, or related to words or ideas which will soon appear in the text; cataphoric, or related to persons or ideas outside the text; exophoric. In order to produce a cohesive piece of writing the writer needs to make use of these devices. Many cohesive devices in the form of pronouns such as: (they, he, she), adverbials such as: (since, then, now) and coordinators such as: (and, but, however) may be used to establish links between ideas such as back references, transition, contrast, similarities, cause-and-effect relationship, etc.

***Coherence***

Coherence has been dealt with by scholars such as Freebody, P. and Anderson, R. C., (1981) and Carrell, P., (1982). According to Widdowson, H. G., (1978), coherence involves the ability to understand which sentences and parts of sentences are appropriate in a particular context. In the words, of Corbett, E. P. J., (1971), coherence in writing is developed by "Cultivating the habit of thinking in an orderly, logical fashion."

Coherence is the principle or order and arrangement applied to a good piece of writing. It is important at the level of sentence and the paragraph where linguistic tools such as, for example, modifiers can be used as closely as possible. Coherence can't be achieved only by producing syntactic structures that are grammatically correct, but also by the existence of thought progression that moves, smoothly, from the beginning to the end without digression. It is achieved also by showing the relationship between the elements within the text and employing a group of sentences that are linked together to be part of a larger unit of an intact discourse on the basis of its overall purpose.

The paragraph should be, adequately, developed with supporting details in which one word in the sentence leads to the other, one sentence, in a paragraph, leads to another and one paragraph in a text leads to another. The use of cohesive devices tends to be useful in establishing links between ideas at the sentence level and at the overall organization level of the text. Some techniques to achieve coherence can be used such as repeating key-words or phrases, transitions-words such as first, next, then, after that, last, finally as well as pronoun reference; referring to a noun by using a pronoun. Markers may also be used to maintain coherence of the text and promote quick comprehension which is essential in conveying the message and therefore sudden stopping and starting must be avoided because they mar the readability and comprehensibility of the written text. These techniques contribute in organizing the text, providing logical harmony between sentences and the paragraphs and creating coherence. In this way, sentences act together to establish the fact that they are related to each other at the thought-level and they contribute in developing and progression of the thought and consequently the text will be shaped in a logical manner so that it possesses one controlling idea and all the paragraphs support that one idea. The reader of the text should perceive such a thought-relationship otherwise he will be unclear about the intention of the writer, consequently, the ideas would not be conveyed to the reader. In other words, when coherence is adhered to, the construction of the text adheres to the ways words, sentences and the paragraphs are connected together to create a whole because improperly linked words, phrases and the writer becomes successful in providing the reader a conceptual understanding of the text.

When sentences fail to convey the intended-message, it may be due to a case of incoherence. The discourse may become incoherent due to the incomprehensible language, presence of senseless ideas, incorrect sentences, vague vocabulary and incoherent sequencing of ideas. Coherence collapses when unrelated ideas are inserted, irrationally, into the text or when even related ideas are put together without creating appropriate sequence-signals or when they become erroneous and misleading. The best way to foster learners' skill in writing coherently is to

make them concentrate on writing about a specific topic or genre for some times. According to Scarcella, R. and Oxford, R., (1992), "The more experience students have writing about specific topics in particular genres and contexts, the more confidence they gain and the more fluent their writing becomes."

***Unity***

A successful writing should have unity because without unity of the theme, any piece of writing cannot be called a true text. Unity is maintained by using of details, comparisons, contrasts, classifications, divisions, etc. Unity is achieved by adhering to the views expressed in the topic sentences and avoiding disintegration, digression or going out of the topic. In order to maintain unity, writing should be about a single theme which is, gradually and logically, developed. By grouping and sequencing the related ideas in a logical manner to support the main theme, unity keeps the reader from being driven away from the main and controlling idea. To achieve unity, writing should be complete in the sense that it must have an introduction, a body and a sense of progression and direction that lead to the conclusion. The introduction should succeed in catching the attention of the reader and announcing the subject of the text or its theme and the conclusion should be able to bring the text to a close by summing up the whole theme. Between introduction and conclusion lies the body of the text which contains the related ideas that are closely linked together. A unified writing makes the reader satisfied by the message he received from the writer.

***Tone***

Tone means the change in the pitch so as to create the desired meaning of language. Besides individual word-choice, the overall tone or attitude of a writing must be appropriate to the reader who reads it and the purpose behind writing. The tone of the writing may be objective or subjective, logical or emotional, intimate or distant, serious, humorous, etc. It may consist of long and intricate sentences, short and simple sentences or of something which is in between. Good writers may follow different ways to establish the proper and suitable tone of their writing. They may

frequently and accordingly vary the length of sentences so as to achieve the purpose behind their writings. One way to achieve proper and suitable tone is by imagining a real situation in which to say the words that are being used. A journal may use, in his writing, conversation-like tone which will be like conversing with a close friend in an informal form of speech. A column for a newspaper may use a language similar to that of a speech which is delivered in high-school graduation ceremony; formal, but still simple, funny and familiar to everyone. An academic paper may use a language similar to that type of language which is used in formal speech at a conference; being interesting is desirable, but there is no room for personal issues, fun, familiar usage of informal words. In all these types of tones, writing tone should change to suit the occasion. It means that there is some freedom of self-expression while adapting the tone of the expression according to the reader of the text.

***Diction***

Diction means word-choice and the use the vocabulary items which are suitable with the type of writing. Diction can be formal, casual or slang. It is important to remember that words which have almost the same denotation; dictionary meaning, in a context, can have very different connotations; implied meanings, in another context. There are also positive or negative connotations of the words which are selected. In general, clichés, vagueness and, unnecessarily, complex language must be avoided.

**Sub-Skills of Writing**

Raimes, A., (1983c), has provided some aspects which writers have to master in order to produce a piece of acceptable writing. These features are:

1) Mechanics which comprise handwriting, spelling and punctuation etc.

2) Grammar comprising rules for verbs, agreement, articles, pronouns etc.

3) Syntax comprises the manner in which sentences are arranged together to form larger units. It includes sentence structure, sentence boundaries, stylistic choices, etc.

4) Content which takes into account relevance, clarity, originality, logic, etc.
5) The writer's process which includes getting ideas, getting started, writing drafts, revising etc.
6) Audience includes the reader/s who would be going through the written text.
7) Purpose which includes the reason for which the text is being written.
8) Word choice comprises vocabulary, idiom, tone etc.
9) Organization which includes paragraphs, topic and support, cohesion and unity.

A good writer has to master some other sub-skills of writing as they help the learner gain independence, comprehensibility, fluency and creativity in writing. They are specific abilities which help writers put their thoughts into words in a meaningful form. Sobana, N., (2003), included the mechanics to a list of the sub-skills of writing. The sub-skills according to Sobana, N., (2003), are:
1. Mechanics - handwriting, spelling, punctuation
2. Word selection - vocabulary, idioms, tone
3. Organization - paragraphs, topic and support, cohesion and unit
4. Syntax - sentence structure, sentence boundaries, stylistics, etc.
5. Grammar - rules of verbs, agreement, articles, pronouns, etc.
6. Content - relevance, clarity, originality, logic, etc.
7. The writing process - getting ideas, getting started, writing drafts, revising etc.
8. Purpose - the reason for writing, justification.

Munby, J., (1978), in, 'A Taxonomy of Language Skills', writes the sub-skills of writing as:
1. Manipulating the script of a language
a. Forming the shapes of letters.
b. Using the spelling system.
c. Using punctuation.
2. Expressing information explicitly.
3. Expressing information implicitly through a. influence and figurative language.
4. Expressing the communicative value of sentences and utterances.
5. Expressing relation within a sentence using - elements of sentence structure, modal auxiliaries, intra –essential connectors.

6. Expressing relations between parts of a text through lexical and cohesion devices.
7. Using indicators in discourse for:
a. Introducing an idea
b. Developing an idea
c. Transition to another idea
d. Concluding an idea
e. Emphasizing a point
f. Explanation of a point already made
g. Anticipating an objection
8. Reducing the text through avoiding irrelevant information.

Venkates Waran, S., (1995), says that the sub-skills of writing are:
(i) manipulating the script of a language - forming the shapes of letters, using the spelling system, using punctuation,
(ii) expressing information explicitly,
(iii) expressing information implicitly through inference and figurative language,
(iv) expressing the communicative value of sentences and utterances,
(v) expressing relations within a sentence using - elements of sentence structure, modal auxiliaries, intra-sentential connectors,
(vi) expressing relations between parts of a text through lexical cohesion devices,
(vii) expressing relations between parts of text through grammatical cohesion devices,
(viii) using indicators in discourse for - introducing an idea, developing an idea, transition to another idea, concluding an idea, emphasizing point, explanation of point already made, anticipating an objection,
(ix) reducing the text through avoiding irrelevant information.

Excluding capitalization and punctuation marks, the above other sub-skills of writing provided by various scholars include two main aspects. In this regard, the writer must possess the ability to hold, properly, the pen/pencil in the hand and know how to write symbols that represent the letters and the correct use of punctuation marks and the size and proportion of letters. He must leave margins and sufficient spaces and write, in the case of English language,

from left to right and top to bottom of the page. He should give special attention to managing and organizing the content of writing.

Writing needs careful attention and revision at each and every stage so that incorrect habits are eradicated and correct habits are fostered and consolidated in order to form a properly written content which requires a judicious selection of suitable words, adoption of suitable style of writing, sticking to correct spelling, grammar, observing logical order and arrangement of sentences and organizing the thoughts and information, systematically, for effective presentation of expressions.

Learners must be guided towards not only neat, clear, proportionate and unambiguous writing, but also towards effective, innovative and creative writing. However, the journey towards good writing is a true challenge because it is not possible to present something in an intellectual language if the person searches for words in a mechanical way and form ambiguous meanings. A mechanical searching for suitable words will produce an untidy, illegible, patched and bad writing. If writing is untidy, illegible, patched and bad, the reader will find it difficult to understand. If writing contains spelling and grammatical errors and if thoughts are unconnected, then, comprehension will be difficult if not impossible. Until the graphics and mechanics of writing are spontaneous, writing is neat, clear, proportionate and unambiguous and ideas are logically arranged and organized according to correct grammar, a person cannot be called ‘a good writer.’

Baruah, T. C., (1988), enumerated some of the requirements of writing as follows:

i. Writing the letters of the alphabet at a reasonable speed.
ii. Spelling the words correctly.
iii. Recalling appropriate punctuation marks.
iv. Using appropriate punctuation marks.
v. Linking sentences with appropriate sentences connectors and sequences signals Such as articles, pronouns etc. Organizing thoughts and ideas in logical sequence and in suitable paragraph around topic sentences.
vi. Evaluating the significance of a word or a sentence in the overall context of the written passage.

vii. Using the form and register appropriate for the subject matter and the audience. For efficient learning and adequate mastery of the English language, the learner should acquire the writing skill along with the other basic skills.

In situation where English is taught as a library language and it may be used in various types of written communication in future, learning communication through applying correct mechanics of writing is very important. As children come to understand the unique form of writing, they must build and refine their competency in two broad areas: writing mechanics and writing process. Writing mechanics include aspects of writing like capitalization, punctuation marks, making proper and correct formation of each letter, giving attention to their size and slant, making space between words and sentences, etc. The writing process involves generating and organizing information, of which planning and editing are a part. The learner must be fully acquainted with various sub skill of writing. Details about some sub-skills of writing which the learner has to adhere to may be enumerated as follows:

- The learner has to use the orthography of the target language; the script, the spelling and punctuation conventions, correctly.
- The learner has to use the correct and suitable forms of words. This may include using forms that express the right tense, case or gender.
- The learner has to put words together in correct order.
- The learner has to employ vocabulary correctly.
- The learner has to use the appropriate style.
- The learner has to make sentence constituents; subject, verb and object, clear to the reader.
- The learner has to make the main ideas distinct from supporting ideas or information.
- The learner has to make the text coherent so that other people can follow the development of the ideas.
- The learner has to judge how much background-knowledge the reader has about the subject and make clear what it is assumed they don’t know.

The sub-skills of language include the mechanics of language. They may be discussed as follows:

***Capitalization***

In English language, the rules for correct capitalization should be adhered to strictly and meticulously because are part and parcel of the mechanics of writing. Although modern journalism tends to avoid the excessive use of capital letters, but such economization on capital letter can't be held as a desirable trend or made a norm of writing if producing a good writing is an end.

Capitalization poses a great problem to the learners of English as a foreign language, particularly, in the Arabic speaking societies. Researches indicate that it is one of the main sources of errors in the learners' writing in the English among Arab learners of English as a foreign language. When I was teaching at the university level, I found that capitalization and all types of punctuation marks posed a great problem even to students who were doing a course of master's degree in English language! That disgrace in the departments of English in Sudanese universities will be published shortly. Therefore, the teacher should familiarize the learners, right from early stages of schooling, with the cases in which capital letters are used. They are as follow.

1) In the beginning of every sentence.
2) In the beginning of each line of poetry.
3) Proper nouns should begin with capital letters.
4) Names of the months, days should start with capital letters.
5) The pronoun is always written in capital letter.
6) At the beginning of the direct speech.
7) The word 'God'; Allah, always begins with the capital letter.
8) Initial letters which are written alone, are written in capitals.
9) Words used in special sense begin with capital letters

The following are the rules of capitalization with their examples:

| Rule | Example |
|---|---|
| Always capitalize the word "I" | She said that I can attend her class. |
| Always capitalize the first word in a sentence | That is a wonderful picture! |
| Always capitalize the first word in a quote | "Oh! That is great." |

| | |
|---|---|
| Always capitalize the first letter of abbreviations | Mr. Ali.<br>Mrs. Fatima. |
| Always capitalize acronyms | U.N. United Nations. |
| Always capitalize names of peoples and their titles | Mr. Ali and Mrs. Fatima. |
| Always capitalize places | Khartoum, Tehran. |
| Always capitalize expressions of greetings | Happy New Year! |
| Always capitalize names of the months | October, January, May. |
| Always capitalize names of the days | Friday, Monday, Thursday. |
| Always capitalize titles of important documents | Declaration of Good Intentions |

***Punctuation Marks***

In writing in English language, punctuation marks have got an important place in the written language because if the punctuation marks are not used in a sentence, one cannot make out the exact meaning of that sentence. Punctuation marks are the visual symbols that eradicate the deficiencies and ambiguity of the texts. In fact, they replace physical and intonational gestures in speaking. While speaking, the speaker reveals the meaning of his saying with the help of stress, intonation, pauses and physical as well as facial gestures whereas the writer, while writing, uses punctuation marks to reveal the meaning of his writing and compensates for the absence of the physical movement and face gestures which are used to clarify the meaning of the spoken language. Thus, to avoid the ambiguity in writing, punctuation marks are very important. They allow the writer, both, to represent speech features in writing and to construct written sentences independent of any link with speech form. It means that punctuation marks distance the form of the written language from that of the spoken language though both forms may refer to the same meaning, but in different ways. Hence, the writing value of punctuation needs to be emphasized as it is very important for clarifying communication and directing the writer to phrase his writing, correctly, in order to handover the meaning, accurately, to

the reader and enable the reader to understand the meaning of the text because the reader expects that the sentence boundaries should be marked, correctly, so as to help in deciphering, easily, the exact meaning of the text. Thus, punctuation is very crucial in conveying the accurate meaning of the text. There are other graphological tools which are employed in the writing such as the headings, footnotes, tables of contents, indexes, etc. All are important to be taught to learners so that they may write effectively and meaningfully.

The teacher should train learners in using correct punctuation marks. The following punctuation marks are used in writing:

***Full Stop** (.)*

The full-stop is an important punctuation mark. In fact, it is the most essential punctuation mark. Velayudhan, S., (1979), rightly expressed, "The full stop, semicolon and comma mark off boundaries of thought and syntax with different degrees of strength. The full stop is the strongest." The full stop is used in the following cases:

i) To make the end of a declarative or imperative sentence, e.g., The dog was barking.
ii) After abbreviations, e.g., Mr. Miss.
iii) After initial letters of the proper nouns, e.g., Ali, Hosain.

***Comma** (,)*

The comma represents a short pause which is used to help the reader to find out how a sentence is put together to give meaning. It is used in the following cases:

i) To mark off clear sets of words, nouns in the same sentence, e.g., Prophet Mohammed, the prophet for all humanity, was born in Mecca.

ii) To separate phrases in opposition, e.g., Abo Thar Al Ghifari, the symbol of truth, confronted Othman ibn Affan.

iii) To mark off a word or group of words used for addressing someone, e.g., Oh Allah, I am thankful to You.

iv) To indicate the omission of a word or a group of words, e.g., I shall go to the market and you, to the school.

v) To separate the direct speech from the other part of the sentence, e.g., Ali; pbuh, said, "I am the true successor of the prophet."
vi) After 'Yes' or 'No' in answers to questions, e.g., Yes, I am a follower of true believers. No, I am not a follower of liars.
vii) After a statement if it is followed by a question tag, e.g., He defended the truth, didn't he?
viii) In certain types of comparison, e.g., The more you waste your time, the less you achieve in life.
ix) To separate the words in a list of the same part of speech or to enumerate a list of items, e.g., Al Miqdad, Salman, Ammar, Hozaifa, Jabir, Abo Thar and Sahl ibn Honaif are some of the best companions of the prophet; pbuh and his progeny.
x) To separate the words or word group which are not a part of the main idea of a sentence, e.g., Let's imagine, for example, that the moon falls on the earth.
xi) After salutation and subscription in letter writing, e.g., Good morning, my brother. Yours faithfully,
xii) To separate words and numbers in dates and addresses, e.g., June 1, 1964, was an important day in my life.
xiii) To separate parts of the adverb clause of time, e.g., After he had eaten food, he went to sleep.
) To separate words and numbers in dates and addresses, e.g., The man died in Madani, on Oct. 10, 2010.

***Semicolon** (;)*

Semicolon is used within a sentence. It indicates a longer pause or a deviation of less strength. Its use may be explained as follows:
i) It is used to mark the cases of co-ordination clauses. It is marked between two co-ordinate clauses, e.g., Fatima, pbuh, is a holy woman; and true Muslims are still mourning her martyrdom.
ii) It is used to combine two sentences together without using linking words, e.g., The boys swam in the sea; I wish I could, too!
iii) It is not, normally, used within a conjunction, but when a stop is heavier than a comma and lighter than a full stop, it is felt to be necessary. It may be used before conjunction, e.g., True believers performed the holy duty sincerely; therefore, God will pay them well.

iii) Used to combine two sentences together without using linking words, e.g., I do not like to drink coffee; juice is my favorite drink.

***Colon** (:)*

The colon is used when the reader stops for a span of time which is longer than he does in the case of semicolon and a shorter than that in the case of full stop. It comes in the following positions:

i) It precedes a long quotation, e.g., After a while, he burst out: "When the evilly companions attacked the house of the prophet; pbuh and his progeny, they heaped the logs of wood around it in order to burn it."

ii) It is used to introduce a list or examples, e.g., Yeddi's main books are: From Darkness of Saqeefa's Astray to the Guidance Light of the Ship, Sudanese Educational Issues, History of Educational Experiments in Sudan, Teaching English in Sudan, History of English in Sudan, Tayeb Salih's Season of Migration to the North: An Ideo-literary Evaluation, The New Muslim's Book of the Fundamentals of Islam: Their Significance and Language Teaching from Method to Post-method: A Researcher's Sourcebook.

iii) To indicate an effect, e.g., Respect everyone: everyone will respect you.

iv) It comes between independent, but closely connected clauses, e.g., Always respect whoever deserves respect: there is no wiser way.

v) To tell an explanation, e.g., The promise which he gave when he became the manager of the company was: I will increase the salaries.

vi) It is used in dialogues, e.g., Ali: I read your novel.

) It is used after a greeting in a letter, e.g., Dear Mr. Ali:

) It is used between the numbers showing time, e.g., 11:23:20

***Question Mark** (?)*

It is used at the end of a sentence that asks a question, e.g., Will you help me in propagating Islam?

***Exclamation Mark** (!)*

The exclamation mark serves the following purposes:

i) It is used at the end of exclamatory sentence to show excitement or strong feeling, e.g. What a great religion of Islam! How noble the prophet Mohammed, pbuh and his progeny, is!

ii) It is put after exclamatory words, e.g., What glory! What luck!

iii) It is put after the interjection, e.g., "Oh! What a nice book." "Alas! His enemies got nothing out of their efforts."

iv) In the personification after the person, e.g., "O health! Why have you left me?" "O poverty! Why are you torturing me?"

***Dash** (-)*

It is used to add parenthetical statements or comments in almost the same way as brackets are used, however, in formal writing bracket is better to be used than dash as the latter is considered to be informal.

i) It is also used to create emphasis in a sentence, e.g., You may think that I will surrender to him – I will not.

ii) The dash shows a sudden stop or unexpected change in thought, e.g., Sudan has always been ruled by murderers and sons of whores- the exams are making children study hard.

iii) To indicate the omitted numbers, e.g., I wrote - letters.

iv) After and before parenthetical group of words where there is a sudden stop, e.g., Khartoum - the capital of Sudan - is the biggest city in Sudan.

***Hyphen** (-)*

Its difference from dash is that it is not separated by spaces while dash has a space on both sides. It is used to join two or compound words together, e.g., father-in-law, house-furniture, commander-in-chief.

***Apostrophe** (')*

The apostrophe serves the following purposes:

i) It is used to indicate the possessive case of a noun, e.g., Ali's father, Sami's car, Dickens' novel.

ii) It is also used to indicate the omission of a letter or letters as in contraction, e.g., He's, won't, isn't.

iii) It is used to show the plural of abbreviated words, e.g., The B.SC.'s and B.A.'s are usually unemployed.
iv) It is used instead of numbers, e.g., I bought this car in the winter of '98.

***Parenthesis ()***

The parenthesis serves the following purposes:
i) It is used to enclose a sentence or a part of a sentence within a sentence, when the former is not of direct relevance, e.g., I felt sorry because I couldn't meet him (his father was a prime minister) whenever I went to his house. He achieved (this was his main ambition) the highest rank in the army which is a donkeys' barn.
ii) It is also used to enclose explanations, references, directions, etc., e.g., The sharp end of the ax is used to cut the wood.
iii) It is used to add information, e.g., The flood level (in the streets) was very high as there was no drainage system.

***Quotation Marks (".....") ('....')***

The quotation marks are as follows:
i) Double and single inverted commas ("….") are used to enclose an actual part of conversation, e.g., Teacher said, "Stand up.", She asked, "Where are you from?"
ii) Single inverted comma ('….') is used to enclose a word used in special words or slang, e.g., The local health center has only one 'doctor' who does not know what medicine is. Ali's novel is based on 'adventures' and 'nature protection.'
iii) A quotation within a quotation is often marked off by single inverted commas or vice versa, e.g., He said, "They will not harass me because I said to them 'I will call the police.'"

***Mark of Omission ( ..... )***

While writing sentences if the word or a group of words is omitted, the mark of omission is used, e.g., The mother and the daughter met each other for the first time and……

It is possible to group the functions of the major punctuation marks into three broad categories i.e.:

1. Linking punctuation,

Semicolon, colon and dash can function as linking punctuation. They join words or word groups without a conjunction. Therefore, they are, sometimes, called: 'Symbolic Conjunctions.' The hyphen differs from semicolon, colon and dash because semicolon, colon and dash join words or sentences whereas the hyphen joins parts of words or compounds.

2. Separating punctuation,

   Full stop, question mark and exclamation mark, usually, separate sentences whereas the comma separates parts of sentences.

3. Enclosing punctuation.

   The paired such as commas ('.....'), the dashes (-.....-), the brackets ((.....)) and the single and double quotation marks such as ('.....') or ("....."") are used to enclose words or word groups in larger constructions. The parts which are very closely related to the main thought of the larger construction, are enclosed in commas whereas those least related are enclosed either in dashes or in brackets. The quotation marks are used to enclose a direct speech or quotation and also to refer to a specific word or word-group.

# Stages of Writing

To accomplish writing, the writer may have to go through different stages. Different scholars gave different stages of writing. Rivers, W. M., (1969), sees that there are five stages in writing: copying, reproduction, a production with major adaptations, guided writing and finally composition. They may be discussed as follows:

**The Stage of Copying**

Copying is quite an important activity. It enables learners to differentiate between the conventional graphic forms that represent different sounds they have already heard; different spellings of the sound. A correspondence between the letters and the sounds should exist before they write. It means that learners should not be asked to write a word which they have not heard or uttered. To make copying effective, the text set for copying must consist of learning portions which have already been read by the learners. As they are copying, they should repeat to themselves what they are copying so as to deepen the impression in their minds of the material they are copying.

**The Stage of Reproduction**

During this stage, the learner writes what he has learned orally and read. Rivers, W. M., (1969), said that this stage consists of writing or reproducing sentences which have been already copied or learnt without referring to the original. The activity that is, mostly, used to develop this stage is dictation by which the leaner develops two major skills: Listening and writing, in the sense that he distinguishes between the sounds aurally and then he writes the corresponding symbols graphically and accurately.

**Reproduction with Major Adaptations Stage**

Rivers, W. M., (1969) said, "… at this stage, writing practice may take a number of forms. Students will write out structure drills of various kinds: making substitutions of words and phrases, transforming sentences, expanding them to include further

information within the limits of learned phrases, contracting them by substituting pronouns for nouns or simple words for groups of words." In order to develop confidence, learners first carry out some activities that take different forms. Rivers, W. M., (1969), says, "When the students have acquired some confidence in writing, substitutions and transformations, they may be asked to make re-combinations around a theme presented to the class in a picture or a series of pictures." According to Rivers, W. M., (1969), "the student will be given some freedom in the selection of lexical items and structural patterns for his written exercise, but with a framework which retains him from attempting to compose at a level beyond his state of knowledge."

In this stage, the teacher gives a model paragraph and asks the learners to write their own paragraphs following teacher's model. The teacher may also ask them to write an outline or a summary of a story or rewrite a story or a part of a story using his own words and write a composition. In this stage of writing, learners may express their own ideas by using their own vocabulary and structure and then write a composition. As Rivers, W. M., (1969), puts it, "The final stage of composition involves individual selection of vocabulary and structure for the expression of personal meaning".

Within this stage, the learner develops writing skill, gradually, until he reaches the level of forming an acceptable piece of writing. Rivers, W. M., (1969), said, "The student will be asked merely to illustrate, narrate and explain, or to summarize. As he becomes more acclimatized to expressing himself within consciously accepted restrictions, he will be asked to comment on or develop ideas beyond those in the material read." It means that the learner has reached the stage at which he can manipulate the target language to write correct texts and communicate his message. This is exactly what the mechanics and stages of writing should make the learner reach to in order to accomplish the task of writing correctly and expressively. Heaton, J. B., (1975), summarizes the view about writing by saying that writing "is a task which involves the student in manipulating words in grammatically correct sentences and in linking those sentences to form a piece of

continuous writing which successfully communicates the writer's thought and ideas on a certain topic."

Millrood, Radislav, (2001), discussed a three-phase framework of teaching to write:

- Pre-writing (schemata- the previous knowledge a person already has activation, motivation for writing, preparation for the writing and familiarization with the format of the text).
- While- writing (thesis development, writing from notes, proceeding from a given beginning phrase and following a plan).
- Post- writing (reflection on spelling and grammar errors, sharing the writing with other students-redrafting, peer editing).

Lindsay, C. and Knight, P., (2006), suggested that in order to develop the writing skill in the learner, teachers should divide writing activities into three stages:

- Pre-writing stage: teachers set the task and learners prepare for what they will write.
- Writing stage: the learners do the task. For example, writing a report, a story, a letter.
- Post-writing: feedback and follow-up work.

Gleason, M., (1982), said that writing has three stages. They are as follows:

1) The pre – writing or reflective period. When time is given to mentally think about a topic,
2) The writing stage,
3) The editing or revising stage.

Flores, E. M., (2009), describes in detail five stages of the writing process: prewriting, drafting, revising, editing and publishing. She further says, "As writers we rarely proceed through piece in such a finite, linear fashion. We jump around from drafting to revising, then back to drafting, then edit a bit, going back to revision, stopping along the way to ask for help from friends or family. Students grow as writers as they draft and re-draft as they tackle and solve revision problems. They will plan, draft, revise and edit more than once on their way toward publication." It is clear that though writing is commonly seen as a three-stage, however, these three stages never occur in a linear order. According to Zamel, V., (1983), "Composing is a non-linear, exploratory and generative

process whereby writers discover and reformulate their ideas as they attempt to approximate meaning."

Writing is a thinking process in which the writer arranges, organizes and inks down his thinking through the act of composing. He starts gathering information and generating ideas about the topic of writing. That is why it is also called as the thinking stage. The more the writer is rich in thoughts and skillful in expressing himself in writing, the better his written text is. He plans about what he is going to write. First, he outlines the purpose behind writing as it influences what he is going pen down. Then, he thinks about the reader because the reader influences the style of writing which the writer would follow. At this stage oral practice can be very useful. According to Pittman, G., (1963), "Writing derives from speech. Oral composition can be a very valuable exercise ... nevertheless, the skill with which this activity is handled depends largely on the control of the language suggested by the teacher and used by the children ... Only when the teacher is reasonably certain that learners can speak fairly correctly within the limits of their knowledge of sentence structure and vocabulary may he allow them free choice in sentence patterns and vocabulary."

Pre-writing stage helps the learner collect relevant information to write confidently. D'Aoust, C., (1986), states, "pre-writing activities generate ideas; they encourage a free flow of thoughts and helps students to discover both what they want to say and how to say it on paper." It is the stage in which the writer explores and discovers his thoughts, constructs mental meaning and inks down the contents of his thoughts. It also shows the extent of the interest of the learners in the topic. He may make an informal list of the key points by reading, taking notes, etc. However, his experiences and observations play a great role in shaping writing. The teacher may introduce some activities such as brainstorming, discussions, quizzes, etc. to help the learner gain experience and background about the topic of writing.

**Writing Stage**

In the second stage of writing which is the drafting stage, the learner starts inking down his thoughts into a first draft-form. In this process, he does not observe, accurately, certain

conventions such as punctuation or getting the suitable and apt word as they may distract his mind from the main pouring stream of the subject-matter. He may pause to think or make a quick revision of what he has written before by adding or deleting certain details or rearranging them. In this process, he may discover novel and creative ideas which have not been existing in his thought before. He can also transform vague and abstract thoughts into concrete words and words into sentences and sentences into ideas and finally he forms a text which was lying, somewhere, formless in his subconscious mind, but with the help of his cognitive skill, he unfolded it, layer by layer, gave it a textual form and produced it to convey a message to the reader.

**Re-writing Stage**

At this stage, the writer tries to impress the readers and capture his attention by a refined and expressive writing. Graves, Robert, (1966), says that the craft of writing is based on the single principle of 'never to lose the reader's attention.' This stage represents the complex mental and technical stage of writing which the writer undergoes. He shall worry about, both, the minor and major matters because such details now won't distract him from the main overall flow of the stream of thoughts since he has already written them or given a gist of them during the writing stage. Therefore, he starts editing, readjusting, adding, deleting, observing grammar, punctuation and improving the shape of his text to achieve cohesion, coherence, unity and clarity and making his writing in the most acceptable and attractive manner. He revises his text to eradicate errors, uses suitable punctuation marks, adheres to correct grammar and enriches his writing by employing suitable and expressive vocabulary, etc. Finally, he goes for proof-reading to check other minor mistakes and errors, finalize the text and release it to the reader. This stage is, probably, the least, mentally, demanding of all three stages, but it is still a very important stage that exercise more refining of the writing output. In fact, experienced writers prefer to set their work aside for some time so as to enable themselves to take a fresh look at it later on. In this case, what they have written before some time seems to be as if someone else had written it and therefore they can spot some

amazing things that they hadn't noticed before. Thus, it can be said that good writing is not a kind of a talent that is acquired by birth, but it can be learned and refined through practice and hard work. In order to practice the skill of writing, Deepa, Reddy, (1986), suggested that the students must learn the use of reading, observation, note-taking, interviewing, etc. Different stages in writing tasks should be in the form of sentence work, paragraph writing, production of story, skeleton composition, picture composition, outline composition, free composition, etc. so that the learner may be put on the track of learning different types and genres of writings.

# Types and Genres of Written-Compositions

## Composition Writing

Writing about the importance of composition writing, Crowley, S. and Redman, G., (1975), say, "The process of composition enriches the lives of students both practically and aesthetically by giving them new tools for processing information from experience; this in turn helps them to increase their self-perception and environmental awareness." Composition is, usually, divided into two types: controlled composition or guided composition and free composition. Although controlled and guided composition are used interchangeably, but one of them usually comes before the other, therefore, it would be better to distinguish them from each other.

### *Controlled-Composition*

Controlled composition is the writing exercise in which the final written product is linguistically determined and controlled by the teacher and not by the learner. This type of writing is a part of the early writing program for the beginners in which the teacher gives learners few sentences with blank spaces so that they may fill up those blank spaces and, in this way, they are considered to have practiced an exercise in controlled composition. In this type of work, all the learners produce, exactly, the same final written product. Therefore, there is no creativity in this type of composition. It is a true example for close-ended writing work.

### *Guided-Composition*

Guided-composition, on the other hand, is a type of written work in which the teacher provides a specific situation and then helps the learners, either through written or oral assistance, to prepare the written-work about it. It means that the learners are supplied with, both, structures and vocabulary together with the thoughts and ideas to be expressed in writing. In this type of composition, the teacher guides the learners as to what to write and how to write it. There are some aspects of creativity in this type of

composition though it is limited. Bhatia, K. K., (1997), suggests certain essential points which the teacher must bear in mind if he wants the guided- composition to be written, properly, by the learners. They are follows:

(i) The choice of exercises should be carefully made keeping in mind the principles of simplicity, concreteness and the background of the learner.
(ii) The exercises should be interesting and according to the needs and psychology of the learner.
(iii) Sufficient oral work on the topic to be written down should precede the written work.
(iv) Various details of the topic in question should be given beforehand.
(v) The arrangement of material, sequence of different details of the topic, should be made clear to the pupils,
(vi) The patterns to be used and important items of vocabulary to be employed should be practiced through oral drill before the pupils are called upon to put the materials in black and white,
(vi) The total frame of work should not necessarily be made rigid. A limited amount of freedom should be allowed to know the pupil's mastery over the known structures,
(vii) When the work is in progress, the teacher's guidance should be readily available where and when desired by the pupils,
(viii) The teacher should satisfy himself that there shall be minimum chances of error on the part of the pupils,
(ix) Oral work in the form of drill is a necessary preliminary to all kinds of controlled work.

In guided composition, learners are guided by controlled-language. Therefore, it is suitable for the early stage of teaching/learning of the language, particularly, a foreign language like English.

***Free Composition***

Free composition is the writing exercise in which only the title of the topic is provided by the teacher and everything else is done by the student himself. This type of composition is called 'free composition' because learners are free to choose their structures and vocabulary and express their own thoughts and ideas

on the given topic. Thus, it has a great measure of creativity. The teacher's guidance is reduced to the minimum; giving the title of the topic and the learners are required to write about that title on their own. Learners express their ideas by using the vocabulary and structures of their own choice. Therefore, it is provided only when the students have developed mastery over the use of written language. It is suitable for the higher stage of education when learners have a better control over the target language.

Although free composition is the ultimate goal of language teaching, but it may not be possible to be fully achieved at the school stage in foreign language context. Therefore, composition exercise in English as a foreign language remains a guided activity till the end of the school level. Teachers should be well-acquainted with how to guide learners to make them reach to the level of writing free composition. If the level of the achievement in writing is good among some learners, the teacher can follow certain steps to prepare the learners to practice free writing and reach the level of writing free composition. They are as follows:

***Oral Preparation***

Content of free composition can be initially presented by the teacher through oral exercises because oral orientation has the following values:

- It creates intense concentration in the learners before they opt to write it.
- It establishes a kind of rapport between the language and the topic or the content to be written.
- It facilitates the process of putting down expressions on the paper in a refined manner.
- It introduces the topic in the best way that enables the learners to concentrate, activate their thinking, make them re-collect the suitable vocabulary, incubate the correct structures and write properly.

Eapen, R. L., (1979), suggested that there is a need for more writing exercises and practices so as to develop learners' accuracy in vocabulary use in the process of writing. They should be made to utter the sentences and select the suitable words before they start the written work. If the teacher exposes learners, orally, to the topic of the composition, there would be very little chance of learners

committing errors while writing. Nancy, Arapaff, (1967), rightly says, "because the combination of thought and activity are unique to writing, we must, in planning a writing curriculum, devise exercises which necessitate intense concentration."

***Familiar Topics***

The learners should be familiar with the topics for free composition so that their thinking and writing problems will be minimized.

***Group Composition Writing***

Early works in free composition can be done in groups because group composition provides practice in gathering together the ideas and helping each other in arranging and ordering the ideas of the content. As the sentences are discussed by the group, many mistakes in writing can be avoided or minimized.

***Revision of the Attempted Composition***

The teacher should help learners to develop the habit and skill of revising and editing their own composition. This will enable them to correct their mistakes and refine their own writing by adding the missing links and rectifying the defects in writing. It will be a kind of reinforcing or consolidating the correct writing and doing away with the incorrect forms.

**Other Genres of Writing**

Writing has many other forms and types. According to Millrood, Radislav, (2001), writing can be expressive, poetic, instructive and convincing. Each type of writing has its own method of accomplishment. For example, the form of writing a research paper to be published in a scholarly journal and writing a letter to the editor of a newspaper is not the same. Even the same topic by the same writer may be presented in different forms depending upon the type of material, the circumstance and the space.

According to CEFR, (2001), writing skill is divided into two types:

- written interaction

The activities of written interaction are:

- Passing and exchanging notes, memos, etc. when spoken interaction is impossible and inappropriate,
- Correspondence by letter, fax, e-mail, etc.,
- Negotiating the text of agreements, contracts, communiqués, etc. by reformulating and exchanging drafts, amendments, proof corrections, etc.,
- Participating in on-line or off-line computer conference.

- Written production.

Written production is essential for learners of first and foreign language. The language user/leaner produces a written text which is received by a readership of one or more readers. The activities of written productions are as follows:

- Completing forms and questionnaires,
- Writing articles for magazines, newspapers, newsletters, etc.,
- Producing posters,
- Writing reports, memorandum, etc.,
- Making notes for future reference,
- Taking down messages from dictation, etc.,
- Writing creatively and imaginatively,
- Writing personal or business letters, etc.

White, R. V., (1986), classifies the types of writing as a two-way distinction between institutional and personal writing. He has, further, subdivided each of them. According to him, 'institutional' writing includes business correspondence, textbooks, regulations and reports whereas 'personal' covers the two main areas of personal letters and creative writing. Britton, J., (1978), categorizes the functions of writing in three aspects; namely, transactional, expressive and poetic. One more function can be added to it; namely, communicative. Nunan, D., (1998), classified the activities of writing into four main categories of functions in everyday life. They are writing meant primarily for action, writing for social contact, writing for information and writing for entertainment. Hegde, T., (1988), offers a more detailed classification of the types of writing under six headings; namely, personal, public, creative, social, study and institutional writing. Just as learners learn to control different oral registers for different purposes, they must also

be able to write in different ways for different purposes. Different types of writing are summary writing, essay writing, paragraph writing, journal writing, poetry writing, letter writing, story writing and picture writing, etc. These types of writing may be explained as follows:

***Summary Writing***

A summary is a brief account that contains the main points of a text. In a summary, first, the most important ideas are mentioned and then the main ideas are logically ordered.

***Essay Writing***

An essay is a short literary composition that covers a particular theme or subject. It is, usually, in the form of prose and generally analytic.

***Paragraph Writing***

As mentioned earlier, a paragraph is a building-block for any content writing. It is a write-up on a short subject. The body of writing is, usually, made up of paragraphs. A paragraph is a group of sentences that give information about one idea. It includes a topic sentence and detail sentences which are sequenced in a logical order.

***Journal Writing***

Journal-writing involves keeping a record of things thathappened in the past and present, e.g., literary works that are collected or written.

***Poetry Writing***

Poetry is formed by sounds and syllables combined in distinctive and sometimes rhythmic ways.

***Letter Writing***

Letters are, directly, addressed to readers. A well-written letter is clear, simple and short.

***Story Writing***

Story writing is a narration about an incident, a place, an imaginary character, etc. A good story has a clear theme, characters, a short span of time, unified narration, word-count, a narrow subject line, etc. Therefore, in order to engage learners in the process of writing stories, materials/resources like pictures, charts, maps, etc. should be available in the classroom. For example, pictures are of great use in the learning writing stories. According to Raimes, A., (1983b), a whole series of connected activities can be generated from the source of one picture.

There are other forms of writing like descriptive, creative, technical, expository, narrative, persuasive, reflective, argumentative, autobiographical, biographical, etc. Descriptive, narrative and expository kinds of writing are easier than argumentative or persuasive writing. At the advanced level of learning English as a foreign language, learners should be given training to develop the type of writing they want and become effective in expressing themselves through it. Initially, learners may begin with descriptive writing and, gradually, proceed to more complex forms like narrative, expository or autobiographical writing.

**Details about Some Types of Writing**

The following are some details about some types of writing:

***Descriptive Writing***

Descriptive writing is found in various forms of writings. An effective descriptive writing contains sufficient elaboration of varied details in order to communicate a complete picture of the subject which is being described. It portrays or paints a descriptive picture with the use of vivid imagery about a person, place, event, object, etc. to enable the reader to share the writer's experience regarding a person, place, object or an event.

Descriptive writing is used often to create a sensual feeling or visual experience that depicts emotions, attitudes, etc. Details used are, usually, sensory in nature and they are selected to describe what the writer sees, hears, smells, touches and tastes so that the reader can imagine how to see, hear, feel, touch, and smell what the author

is describing. Strong sensory words, phrases, metaphors and sounds of words which add more clarity to the subject are included. They may be in the form of decorative adjectives or adverbs, descriptive phrases and figurative words which represent metaphors, personification, similes, alliteration, onomatopoeia, hyperbole, etc. They are used so as to describe what is going on or how something appears. Descriptive writing can be either objective or subjective in nature. It is carried out in two ways. They are as follows:

***Subjective Description***

In this type of writing, the writer shares his own experience, directly, as an on-looker who describes a fact, event or a scene. He presents his mental picture of the subject.

***Objective Description***

In this type of writing, the writer does not only provide the reader with factual description, but also gives its significance and meaning and sometimes he may offer his own point of view regarding the subject.

***Narrative Writing***

Narrative writing means to narrate an experience in the form of novels, short stories, essays, personal writing, etc. It is also a kind of description, but it is a description of a narrative sequencing of an event, a story or an incident in a logical order. It can be fictional, non-fictional; autobiographies, biographies or fictional; fairy tales, fictitious novels or short stories. It is, mainly, based on the perceptions that the writer wants to deliver to the reader. The incident may be taking place at present, it has taken place in the past or it will take place in future.

The main aim of the narrative writing is to inform the reader about the incidents related to a particular character or situation through the eyes and words of the writer. The intention of the writer is to present ideas, issues, arguments and themes in an imaginative and plausible way through description, characters, settings, etc.

Narrative writing conveys information through description and figurative language. It has a beginning; character development, introduction to the plot line, a middle; additional plot, climax of the story and end, and a conclusion or resolution of the story. It has at

least one character; person, animal or personified object and a problem; a conflict that needs to be solved.

Narrative writing requires an ability to arrange incidents in a logical and chronological order and then create a thread of narration that motivates the reader to go on reading till he completes the narration. It requires presenting thoughts in a convincing way and each detail of the narration should guide the readers to imagine the context created by the writer. In order to look more convincing, the narration may describe geographical details such as time, dates etc. Such exercises develop, in the learners, the ability to think in a narrative manner and order contents, whether facts or fiction, logically.

There are different types of narrative writing. They are as follows:

***Biographical Narrative***

It shares important experiences of someone else's life. It is very personal.

***Fictional Narrative***

Narrative writing is, usually, presented in the first person 'I', and third person; He/she/it. The basic purpose of any narrative writing is to provide minute details of who, what, when, where, why and how of the subject in a chronological order to make it sound convincing and appealing to the reader. It tells the reader a made-up, a fabricated and an imaginary story. In this type of writing, the writer fabricates a story of his own because creativity is central to this type of writing. Creativity must be the driving force and presented in such a way that the context, characters, situations, all, look real to the readers. A writer should be informed about the characters, expressions and tone of each character, relationships with other characters, background situation, etc. The intention of the writer is to entertain, amuse, reform or even shock the reader. It can make the reader think about ideas and issues which are presented in the narrative in new and different ways. It can provoke or move readers, emotionally and make them react to the characters, events, etc. presented in the narrative. It can stimulate the reader's thoughts and feelings and reshape his entire attitude towards many aspects of life.

***Personal Narrative or Autobiographical Writing***

It shares important experiences from the writer's own life. In this type of narrative, the writer to share his experiences with the readers so that they feel, personally, that they are truly sharing the experience with the writer. To enrich his description, the writer may include personal descriptions of things or he may use dialogues to attract the interest of readers.

***Narrative Essay***

It is a somewhat a planned layout which comprises introduction, main body and conclusion. It is written with a defined point of view. It begins with the introduction which contains a brief overview of what is going to come, followed by the body of the essay which contains a detailed elaboration of the introduction in a chronological order and, finally, it is concluded in such a way that reflects what all has been said before.

***Expository Writing***

It gives facts about a subject-matter which is difficult to understand. It is presented, explicitly, while using an orderly analysis of the parts and sometimes with illustrations. As in all writing, the expository writing should have an introduction, body and conclusion that supports the main idea. It does not require the plotline of the narrative writing nor does it require the character development. It just explains, describes and gives actual information about the subject according to the views of the writer. It explains all sides of an argument or an issue, provides a balanced discussion of different views and presents the details of an issue. It is used to explain, explicitly and without any bias, a process, give instruction or information, report facts, summarize ideas, define terms or clarify an idea step-by-step and in a detailed account. The information in expository writing develops the main idea and provides additional details to support this evidence and include facts or quotations. It is found in writing such as articles, reports, modern stories, analytical essays, reflective essays, personal letters, biographies, autobiographies, news reports, interviews, speeches, etc. Complex expository writing requires 'analysis and definition' which are followed by 'classification and division.' Simple

expository writing requires 'to enumerate' a given topic. This kind of writing is meant for learners studying in higher classes, yet simple tasks like organizing information or letter writing can be handled at level such as preparing exercises for more complex and elaborate forms of writing.

***Persuasive or Argumentative Writing***

It focuses on reader's thinking and appeals to his reason to convince him about a position, an opinion or a belief; to make him believe in what the writer says and endorse the writer's interpretation of the fact or the idea. The purpose or goal behind such a writing is to argue that the writer's viewpoint is correct in order to convince and influence the reader of the validity of a viewpoint on an issue by presenting logical argument about it. Good persuasive writings include facts and strong arguments to make the writer's opinion appear logical and convincing. It includes three basic details. They are:

(a) A thorough knowledge about the subject before presenting an opinion about it,

(b) Evidences which look convincing, genuine and authentic,

(c) Use of persuasive techniques and language to convince the reader.

It includes the main idea, introduction, body and conclusion. The main idea includes what the writer wants the reader to believe in whereas introduction, body and conclusion support that central idea of the writing. The writer, in persuasive writing and in order to appeal to his readers, sets out to argue and presents his opinion through facts, figures, emotions, reasons and ethics. He follows logical progression and proves a case to convince the reader to agree with the writer's argument. In order to persuade readers, the writer provides relevant facts and details through examples which would act as support to his opinion so as to capture the mind of the readers. He also anticipates and answers the possible objections which may arise against his argument. Hence, persuasive or argumentative writing presents well-researched evidence to support the case. This type of writing is popular and appear in various forms such as debates, political speeches, deliberations given by lawyers, essays, reviews of books, opinion-articles

published in the newspaper, business letters, editorials, letter to the editor, advertisements, literary analysis, interviews, feature articles, submissions, etc. There are some other forms of persuasive writing such as opinion essays which give the writer's opinion, a view or a belief that cannot be proved as a fact, problem-solution essays which present a problem and try to convince the reader that the writer's solution will work and pro-con essays which evaluate what is good and bad about an idea or situation.

Hence, writings are in different types, forms and genres. Each type, genre or form has its own 'rules' of writing. The form which an essay takes is different from the form which a narrative writing takes. Knowledge of different types, forms and genres helps learners to distinguish between them, identify and select a suitable genre for their topics, decide the amount of content which must to be included, proceed in the right direction, avoid losing track of the body of writing and write according to the proper writing requirements of that genre. Each and every genre has a its tone and diction which must be established and fostered by the writer so as to maintain the quality of writing. Learners of English as a foreign language must be exposed to all these types of writing through different levels of education so that some learners may master them and employ them to serve their societies. In this regard, the ball is in the playground of the learner and extensive and intensive reading activities which are supposed to be available to him in order to promote his writing skill.

# Developing Writing Skill by Fostering Reading Skill

From a historical point of view, reading was more emphasized than writing in education. Gradually, writing also started taking its important place in education because educational circles realized that language skills strengthen each other and reading transforms the reader's state of linguistic knowledge to a higher and elevated level not only in listening and speaking, but also in writing. It means that 'receptive skill'; reading, positively, influences the development of all other skills, including the active skill; writing. To communicate, effectively, in the written language, even in the mother tongue, one needs mastery of the skill of reading as it is a source of refined language that can be reused in different ways. Moreover, learners' reading and writing skills habit which are developed even in their own mother tongue can, generally, be transferred to their foreign language learning activity. What Carson, J. E., et. al, (1990), says about learners who can "draw on their literary skills and knowledge of literacy practice from first language (interlingual transfer) and can also utilize the input from literacy activities; reading and writing (intralingual input), in developing second language", is also applicable in the case of the learners of English as a foreign language. If the learner is an active reader and writer in his mother tongue, he will be an active reader and writer in the foreign language, too, provided that he finds opportunity to develop reading skill in the foreign language through authentic material and practice writing. According to Grabe, W., (1991), writing proficiency develops as a result of reader's interactions with print. It means that assigned-reading tasks to learners have a positive influence on developing their composing skills. When abundant and meaningful reading-input is made available to learners, they learn more knowledge in various skills of the language itself in general and writing skill in particular.

Now, reading and writing are considered as the basic skills for literacy, specially, in conscious foreign language teaching circles where reading and writing are made to play a major role. They are inter-related to each other and dependent on each other.

It can be said that writing and reading are complementary to each other and therefore they can be developed by making each of them helps the other. As it is seen by Johnson, A. P., (2008), the apparent relationship between these two skills is that reading helps learners to become better writers and writing reinforce what passive knowledge received from reading and makes it an active an productive knowledge. Through reading, learners have continuous contact with the rules of grammar and its practical application in writing, therefore, they develop a sense for the structure of the language and increase their vocabulary stock. Reading, in the writing classroom, is understood as the appropriate input for learning writing skills because, according to Eisterhold, J. C., (1990), it is generally assumed that "reading passages will somehow function as primary models from which writing skills can be learned, or at least inferred."

The crave for reading develops writing skill and reading in a foreign language like English is no exception. Reading in English language for additional information and specific purposes contributes in increasing vocabulary stock and strengthening writing skill. In other words, developed, mastered and fostered reading skill gives learners the opportunity to enrich their vocabulary and refine the richness and expressiveness of their writing skills. It means that a learner who is skilled in reading in English as a foreign language can also excel in written communication in English language. The evidence that there is a close and beneficial relationship between reading and writing has been proved by the correlation study conducted by Stotsky, S., (1983), that came out with the following results:

1- There are correlations between reading achievement and writing ability. Better writers tend to be better readers.
2- There are correlations between writing quality and reading experience. Better writers read more than poorer writers.
3- There seem to be correlations between reading ability and measures of syntactic complexity in writing. Better readers tend to produce more syntactically mature writing than poorer readers.

As the main role of reading is the improvement of learner's comprehension skill, it can play an important part in initiating

effective writing programs and fostering learners' writing skill. In fact, writing can be improved more rapidly through extensive and intensive reading comprehension than through correction of the writings of learners. It means that regular reading activities serve as a basis for developing and promoting writing skill. Thus, reading skill is vital to the development of writing skill, as it has a reciprocal relationship with writing. This is evident from the experiment involving high school L1 writer which has been conducted by Heys, F., (1962). They were divided into a reading group and a writing group. Heys, F., (1962), found that the composition scores of the reading group were significantly higher than those of the writing group. Hence, this indicates that reading and writing, even in the FL learning context, should be developed in close collaboration. In fact, there is a qualitative and quantitative relationship between reading skill and writing performance. According to Reid, J. M., (1993), "Good writers are often good readers." All this indicates that the call of the so-called communicative approach to start learning with listening, speaking and then moving to reading and writing is not practical in foreign language teaching/learning situation. When we examine the teaching/learning situation of English as a foreign language, the horizon of achieving something through the skills as ordered by the so-called 'communicative approach' is almost dim and rather a utopia. In fact, when English is a foreign language, it is not possible to practice listening or possess a potentiality in effective speaking and correct writing without practicing intensive reading activities. In situation where English is a foreign language, reading activity is and should be the main and only source for practicing and developing other skills of the language including writing. This makes reading skill serve as a foundation for mastering writing skills. It can be employed to promote compositional skills in English language. It means that writing can be fostered through sustained reading activities of well-written and authentic material. Therefore, writing and reading must be an integral part of the life of the learners in every language context in general and in foreign language learning situation in particular.

Finally, it is important to remember that, both, the skill of reading comprehension and the skill of writing can't be developed

without possession vocabulary and word knowledge. Without a stock of words and vocabulary, learners will not possess the skill of expressing themselves easily. Therefore, they should have sufficient stock of words and vocabulary that enables them to understand what they read and express themselves.

# Vocabulary and Word Knowledge

All language skills and their development depend on the stock of vocabulary and words which the learner possesses. Before differentiating between the two terms, it is important to know their definitions.

**Vocabulary: Definition**

i. Longman Dictionary of Contemporary English (2000), "All the words that someone knows, learns or uses."
ii. Oxford Dictionary, (1984), "The range of words known to an individual."
iii. Longman Dictionary of Language Teaching and Applied Linguistics, (1992), "A set of learners, including single words, compound words and idioms."
iv. Webster's Ninth Collegiate Dictionary, (1936), "i. A list or collection of words and phrase usually alphabetically arranged and explained or defined. ii. A list or collection of terms or codes available for use."
v. The American Heritage Dictionary, "Vocabulary is the sum of words used by, understood by, or at the command of a particular person or group."
vi. Rupley, W. H., Logan, J. W. and Nichols, W. D., (1999), "…vocabulary is the glue that holds stories, ideas, and content together…making comprehension accessible for children."
vii. Morris, I., (1969), points out the significance of vocabulary by stating, "Viewed in the right perspective as a concomitant feature of the language abilities, vocabulary is unquestionably a major consideration."
viii. Snow, C. E., et. al, (1998), "Vocabulary, or lexicon, refers to information stored in memory concerning the pronunciation and meanings of words."
ix. The Oxford Advanced Learner's Dictionary, 5th. Ed., (1995), contains the following definitions of the Vocabulary:

a) The total number of words in a language.

b) All the words known to a person or used in a particular book, subject.

c) A list of words with their meaning, especially one that accompanies a textbook in a foreign language.

**Word: Definition**

A word is one of the most important components of any language. A cluster or minimum meaningful morphemes makes a word, but its power is great. Word-power of any language leads towards great success and achievements because an expanding base of knowledge requires a rich stock of words. Enhanced-word-stock means expressive writing, efficient reading comprehension great foundation for listening and speaking skills and proper use of language.

Words are powerful tools. They have the ability to persuade and convince the most unconvincing and stone-headed people and Jinn and lead them to surrender to the most sublime words revealed by God; the Almighty. The holy Quran says, Say, "It was revealed to me that a group of jinn listened in, and said, 'We have heard a wondrous Recitation * It guides to sound judgment, so we have believed in it, and we will never associate anyone with our Lord * And He; exalted be the Grandeur of our Lord, never had a spouse, nor a child * But the fools among us used to say nonsense about Allah." Such beautiful words influence whoever has an intellect. However, not all people can understand the quality and sublimity of words. For example, an imperialist poet; Rudyard, Kipling, described words as 'the most powerful drug used by mankind', but this not true and it is not an apt analogy. It may be true that if we turn to history to know the significance of the word, we will realize that words have been exploited to ignite wars, but they also have been manipulated to create peace. It means that words have been used for all purposes and they proved effective in all cases. Nathaniel, Hawthorne, quoted by Pikulski, John, J. and Templeton, Shane, (2004), says, "Words- so innocent and powerless as they are, as standing in a dictionary, how potent for good and evil, in the hands of one who knows how to combine them."

A word is unique and specific to an individual-language and therefore, a word is definable only in terms of specific structural characteristics of that particular language. For example, the word 'cow' is specific only to the English language and 'baqara' (cow)

is specific to Arabic. 'crow' is, characteristically, an English word while 'ghorab' (crow) is specific to Arabic language. This means that each language has its own unique structural arrangement of its units which are not exactly similar to the structural patterns of other languages. That why we have said that the creation of many words for a single thing indicates the creative linguistic mentality of the human beings. For, example, in the words 'c-a-l-m', 'p-al-m', 'b-a-l-m' in English the letter 'l' is silent and therefore not uttered, but in Arabic 'N-kh-e-e-l', (Nakheel) which means 'palm' and 'H-o-d-o-o'' (Hodoo') which means 'calmness' have their own unique structural patterns. This indicates that every word is a complex organization of different aspects. For example, words like 'Om' (mother), 'Ab' (father) and 'Akh' (brother) in Arabic present the examples of the complex organization of phonology and semantics which are available in every language. It becomes difficult to capture all the complexity of words and therefore it is quite difficult to arrive at a universal definition of a word. The term 'word' has been defined by different scholars in different ways. Some of them are as follows:

i. Bloomfield, L., (1933), defines word as follows, 'A word is a "minimum freeform."
ii. Longman Dictionary of Language Teaching and Applied Linguistics, (1992), defines word as "The smallest of the linguistic units which can occur on its own in speech or writing."
iii. The Longman Dictionary of Contemporary English, (2000), defines 'word' as follows, "the smallest unit of language that people can understand if it is said or written on its own-lip."
iv. Fries, C. and Traver, A., (1950), states, "A word is a combination of sounds acting as, a stimulus to bring into attention the experience to which it has become attached by use. Whatever experience is thus brought into attention by such a stimulus is its meaning. We must, therefore, recognize the highly individual character of the experience and bring the same to the attention of any particular user of a word, both in respect of what is usually called the denotation and connotation of that words."

v. Strang, M. H., (1968), says, "The most important criterion of a word is that it is the smallest unit that can in ordinary usage function alone as a sentence."
vi. Kramsky, J., (1969), says, "The word is the smallest independent unit of language referring to a certain linguistic reality or to a relation of such realities and characterized by certain formal features (morphemic) either actually [as an independent component of the context] or potentially [as a unit of the lexical plan]"
vii. Fries, C. C., (1940), says, "Word is a combination of sounds acting as a stimulus to bring into attention the experience to which it has become attached by use."
viii. Thorat, A. R., et. al, (2000), believe, 'Words are the building blocks of language, whereas grammar functions as the cement that holds the blocks together.'
ix. Vygotsky, L., (1962), says, "a word is a microcosm of human consciousness."

**Difference between Word and Vocabulary**

When it comes to the terms: 'vocabulary' and 'words', most people do not distinguish between them. They treat both the terms as synonyms and use them interchangeably. This is, actually, an oversimplification. When it comes to the precise and technical way of handling each of them, the discrepancies are evident as they are two different concepts.

According to Tickoo, M. L., (2003), the vocabulary of a language includes much more than single words. It includes even language forms that are not full words; un-, il-, -ment, and compound words; escalating cost, counter argument, show business, fixed phrase and idiomatic expressions; to make up for lost time, to harbor a grudge. Therefore, it is necessary to distinguish between those two terms, namely, 'vocabulary' and 'word'. While teaching vocabulary and talking about its development, it is necessary to know what vocabulary is. Generally, vocabulary is the knowledge of words and word meanings. It can also be described as word or group of words used by a person in a particular field of knowledge. The term 'vocabulary', however, refers to a collective concept. It is the

collection of many entities that are termed as words. It is the total or partial stock of words that an individual or a language possesses.

The term 'word' is widely spoken about in linguistics and the term 'vocabulary' is widely spoken about in the field of education. Mallikarjun, B., (2002), sheds light on both terms as follows: "The term 'Word' refers to an individual entity. The term 'Vocabulary', however, is a term referring to a collective concept; it refers to a collection of many entities that are called 'Words'. 'Vocabulary' refers to the total or partial stock of words that an individual or a language has. The term 'Word' is widely spoken about in linguistics and the term 'Vocabulary' is used in the field of education, one at the theoretical level of understanding and the other at the practical level of application."

The difference between 'word' and 'vocabulary' can be illustrated by the following example: The term 'rail-way-station' has one meaning only though it is made up of three words; 'rail', 'way' and 'station'. It is clear that the term 'rail-way-station' is a clear manifestation of how vocabulary is created because vocabulary is collectively formed, e.g., 'rail-way-station' whereas the terms 'rail', 'way' and 'station' are manifestations of word because they are individual words, but came together to make a single vocabulary.

Knowing a word involves more than knowing its meaning or what it stands for. According to Tickoo, M. L., (2003), knowing a word includes knowing the following things:

i. How often it is used, that is where and when?
ii. How it is spelled and pronounced?
iii. Which part of speech (noun, verb, adjective) it can function as?
iv. What its core meaning is?
v. What is its root form, what prefixes and suffixes it can take and what derivations can be made from it (e.g. do, does, did, done, doing, undo, redo, doable)?
vi. What grammatical pattern it fits into or what its syntactic behavior is?
vii. What associations (e.g. pleasant or unpleasant, positive or negative) it forms?

viii. What limitations there are to its use (e.g. in what type of situations or structures it can or cannot be used)?
ix. What degree of probability there is of encountering it in speech and in writing.

The meaning of, both, vocabulary and words are deciphered by the process of denotation and connotation. Denotation and connotation may be explained as follows:

**Meaning of Denotation**

The term denotation refers to the literal meaning of a word; the 'dictionary definition.' It is essential for the functioning of the language. If a word has reference to an object, action or event in the physical world, this can be described as referential or denotative meaning. It is an important factor in linguistic communication.

**Meaning of Connotations**

The term connotation refers to the associations that are connected or the emotional aspects that are related to a word. Connotative meaning relates to the attitudes and emotions of a language user, the choice of a word for expressing something and the influence of these attitudes and emotions on the listener or reader's interpretation of the word. Connotations differ from age to age, society to society and from individual to individual.

The connotative and denotative meanings of a word exist together. There are three types of connotations. They are as follows: (1) Positive connotation which means a good thing, (2) Negative connotation which means a bad thing, and (3) Neutral connotation which means neither good nor bad. Denotative vocabulary is fixed and closed. Connotative vocabulary is determinate and open-ended.

The varieties of English words and vocabulary indicates its richness which has been accumulated throughout centuries because English language is, essentially, a heavily borrowing language as the content of the following title will indicate.

# English: A Heavily Borrowing Language

English language has a rich vocabulary and word-stocks. It has developed them throughout its history of development. It is well-known that English is a 'hospitable' and borrowing language. Its hospitability and borrowing characteristics can be proved by the following points:

- English welcomed a lot of words from other languages and this contributed to its richness and expressiveness.
- The Romans Christianized Britain and brought it into contact with Latin world and its language.
- The Scandinavian invasion resulted in a considerable influence on the local English language and its vocabulary.
- English language, greatly, changed in, both, form and vocabulary due to the Norman Conquest.
- The classical loans from Greek and Latin languages have provided English language with many technical terms in all the branches of knowledge.
- Words from French and many other languages made their way into English language and became part of the class dialect of the new rulers. French words were also used in the fields of art, religion, politics, war, etc.
- English language has borrowed many words from Arabic, Hindi, Urdu, Bengali, Chinese and many other languages.

Hence, English vocabulary contains words borrowed from many other languages. All this has made a significant contribution to the development of English vocabulary. Therefore, it can be said that the English vocabulary is a good example of a, lexically, amalgamed languages. For example, words such as 'Algebra', 'giraffe', 'lemon', 'soda', 'cotton', 'gazelle', 'henna', 'jasmine', etc. were borrowed from Arabic language. Words such as 'totem', 'chipmunk', 'wigwam', 'moose' and 'skunk', etc. were borrowed from the Native languages in the so-called USA. Words such as 'apartheid', 'brandy' and 'landscape', etc. were borrowed from the Dutch language. Words such as 'bandit', 'assassin', 'mozzarella', 'casino', 'balcony', and 'opera', etc. were borrowed from the Italian language. Words such as 'breeze', 'alligator', 'plaza',

‘guerrilla’, ‘cargo’ and ‘mosquito’, etc. were borrowed from the Spanish language. Words such as ‘lilac’, ‘caravan’, ‘pajama’ and ‘shawl’, etc. were borrowed from the Persian language. These words and vocabulary items lost their old connotation and became part of the central core of the emerging common English lexis. Word-coining also contributed to the richness of English language. For example, Shakespeare coined and introduced many words into English language. He had the largest vocabulary among the English writers of his time.

Hence, English language possesses a genuine and imported words and vocabulary stock. As we know, possessing the stock of vocabulary is a crucial matter in developing not only reading and writing skill, but also in having an overall control over the language. In a context where English is a foreign language, learner’s stock of words and vocabulary should be sufficient so that he may be able to comprehend what he reads, express himself through writing and possess control over other aspects of the language.

It is this borrowing characteristic and richness of vocabulary and words which engineered the importance of vocabulary and words of English language and made it a topic of discussion in every book which speaks about English language. The following chapter will prove this.

# Importance of Vocabulary

Vocabulary is the pillar that supports the backbone of language. Without words and vocabulary, the backbone of the language is bound to break down. In fact, they are like bricks that construct a building. They are vital for the building of a language because language is made up of words and vocabulary. Nagraj, Geetha, (1996), considers words as the block on which the structure of communication stands. He opines, "words can be called the building blocks of languages, and since there is no building possible without blocks, so without the use of words no communication is possible." Krishnaswamy, N. and Lalitha Krishnaswamy, (2006), accurately comments, "With words we govern men women, learn to use them effectively."

In the modern world, the ability to use words and vocabulary eloquently and effectively is often, highly, appreciated and rewarded. A person who has an adequate knowledge of words and vocabulary can understand the exact meaning of what he hears, comprehends the meaning of what he reads and expresses himself effectively and aptly through writing and speaking. Rich and apt words and vocabulary stocks make writing and speaking more interesting, powerful, effective and influential. They enable a person to adopt the correct and exact tone and to phrase his language, carefully and appropriately, so as to suit his readers, audience and purpose. They give the writer a range of precise and apt ways of expression that make him capable of using the whole language in formal, informal and creative writing and speaking. They enable the writer to use shades, colors and layers of meaning which are, particularly, effective and useful in every type of expressions including creative and narrative writings.

Vocabulary and words are not only tools to communicate with others, but also a means to know, explore and analyze the world around us. Spender, D., (1980), says, "In order to live in this world, we must name it as globe, earth, planet. Names are essential for the construction of reality. Without a name it is difficult to accept the existence of an object, an event, a feeling. Naming is the means whereby we attempt to order and structure the chaos and the

flux of existence which would otherwise be an undifferentiated mass. By assigning names we impose a pattern and a meaning which allows us to manipulate the world."

Indeed, language can't exist without vocabulary. Vocabulary is well-packed with meaning and persuasive power. It is the major means to express our thoughts and feelings; either in spoken or written form. It is the basis of communicating ideas to others and grasping the ideas transmitted to us by others. It is the important pillar of communication and tools which accomplish various kinds of communication for human beings. It is the vehicle for thoughts, self-expression, interpretation and communication. It enables one to think, speak and write coherently, logically, fluently and creatively. It is crucial to human thinking as human beings cannot think without words. It can be said that words are bridges for thoughts and thoughts are delivered through words. A human being cannot do anything without vocabulary and there can hardly be any meaningful thing in human existence without vocabulary.

It can be said that it is difficult to interact in a language without possessing a rich vocabulary of the target language. It is well known that limited stock of vocabulary can prove to be a major hinderance in the way of the progress of education in general and language learning in particular. If the words of a target language are not known to the reader or the listener, he will not be able to understand that language; whether in its reading or spoken form. In other words, vocabulary deficiency deprives the learner of the ability to know, precisely, the content of the written or spoken language and thus of being able to share that knowledge with others. The more words of the target language the learners learn and use, the better they express themselves through that language.

Learners' word-knowledge is linked, strongly, to academic success because learners who have large stock of vocabularies can understand new ideas and concepts more quickly than those who have a limited stock of vocabulary. A rich vocabulary unlocks the wealth of knowledge to the learner and opens up worlds, especially, in academic settings. Chall, J. S. and Jacobs, V. A., (2003), point out, "The high correlation in the research literature of word knowledge with reading comprehension indicates that if students do not adequately and steadily grow their vocabulary knowledge,

reading comprehension will be affected." Both, comprehension and correct writing, are deeply influenced by the extent of the learner's vocabulary knowledge. It means that learners with a large stock of vocabulary understand texts better and score higher on achievement tests than learners with limited vocabulary. Poor readers, on the other hand, often lack adequate vocabulary to get meaning from what they read. Stahl, S. A., (1999), rightly says, "Good readers read more, become even better readers, and learn more words; poor readers read less, become poorer readers, and learn fewer words." Thus, reading and vocabulary are inseparable. Whipple, G. M., (1908), described the central role of vocabulary in reading by saying, "Growth in reading power means, therefore, continuous enriching and enlarging of the reading vocabulary and increasing clarity of discrimination in appreciation of word values." Students with poor reading comprehension skills either lack the vocabulary-stock or the skill of word-recognition to make sense of the material they read. Therefore, they do not tend to read very often. This, on its turn, causes them to miss out learning new words and affect their comprehension skill. Levine, A. and Reves, T., (1998), mention, "lack of adequate vocabulary is one of the obstacles to the text comprehension." The more learners read, the fluent readers they become, the greater their vocabulary grows, the better their cognitive skills develop. Allington, R., (2006), mentions, "Fluent readers recognize and understand many words, and they read more quickly and easily than those with smaller vocabularies." Reading makes learners familiar with the word and also improves their pronunciations. Developing reading skill of the learners would facilitate a deeper interest in developing the stock of vocabulary within the learner because it is that stock of vocabulary which would determine the extent of understanding the text. Nagy, W. E., (2003), summarized Anderson and Freebody's report by saying, "The proportion of difficult words in text is the single most powerful predictor of text difficulty, and a reader's general vocabulary knowledge is the single best predictor of how well that reader can understand text." Nagy, W. E., (2003), goes on to describe the importance of vocabulary by saying, "Vocabulary knowledge is fundamental to reading comprehension; one cannot understand text without knowing what most of the words mean."

Vocabulary and meaning are closely related to each other. Boulware-Gooden, R., et. al, (2007), aptly comment, "Developing breadth and depth of vocabulary depends on building connections between words and developing elaborate webs of meaning." Without a good working knowledge of words, vocabulary and their meanings, both, written and verbal communication will be, negatively, affected. Knowledge of vocabulary and words is crucial to language building.

Some language circles claim that vocabulary is more important than grammar itself because without vocabulary no grammar can be applied. It means that vocabulary functions as a foundation without which the application of the grammar of language is not possible. They think that in spite of the importance of grammar, no amount of grammatical or other type of linguistic knowledge can be, successfully, employed in communication or discourse without the mediation of suitable number of the functional stock of vocabulary and words. Therefore, vocabulary is considered as a strategic target of learning and more looked-for than grammar. A solid vocabulary foundation is necessary in every stage of language learning. Wilkins, D. A., (1972), has gone to the extent of saying, "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed." McCarthy, Michael, (1990), illustrates this in his own way by saying, "No matter how well the student learns grammar, no matter how successfully the sounds … are mastered, without words to express a wider range of meaning, communication … just cannot happen in any meaningful way." Thornbury, S., (2002), also has highlighted the importance of vocabulary over grammar by saying, "If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement, if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words." He added that a phrase book or a dictionary facilitates more communicative advantages than a grammar book. It is only through words one can express the complete idea whereas through grammar it can be expressed in parts. Tickoo, M. L., (2003), also remarks, "True mastery of a language lies as much in knowing and appropriately using its vocabulary as in being able to use its system of sounds and its

grammatical and discoursal patterns." Vermeer, A., (1992), says, "Knowing words is the key to understanding and being understood." Learners are considered good users of language, when they are capable of using words effectively. Wallace, M. J., (1982), states, "Not being able to find the word you need to express yourself is the most frustrating experience in speaking another language." Without word, all aspects of life can't be described. Clark, V. Eve, (1993), points out, "Words are the starting point. Without words, children can't talk about people, places, or things, about actions, relations, or states." This means that without vocabulary, speaking, writing, reading and even grammar or the overall pattern of the language can't function.

However, I think that, both, vocabulary and grammar are, equally, important. They complete each other and we can't do away with any of them. Vocabulary and syntax are required to make the learner achieve a tangible progress in the language. It is true that the knowledge of vocabulary is essential and it is like the backbone for the body of the language, however, vocabulary alone is not enough to enable the learner to achieve a tangible learning of the language unless it is twined with the knowledge of functional grammar which acts like a rib that links the chest with the backbone. Harmer, J., (2001), aptly says, "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh." Michael, Lewis, (1993), has gone to the extent of highlighting the importance of vocabulary by saying, "lexis is the core or heart of language." It can be said that words are the backbone which, in coordination with ribs; the grammar, makes the language operative and functional. V. Cook's, (1991), on his part said, "Grammar provides the overall patterns, vocabulary the material to put in the patterns."

One cannot speak, understand, read or write a language without knowing a suitable number of words. In other words, inadequate stock of vocabulary leads to failure in communication as a whole. Though vocabulary is marginalized by the so-called communicative competence theorization, the shine of vocabulary was never left unseen and its importance has never been overlooked by true scholars. What McCarthy, M., (1990), highlighted importance of vocabulary to learning of the L2 and what he said

about the importance of vocabulary for L2 is applicable to FL learning, too. The importance of vocabulary in foreign language learning is being put forward by various language experts. Nattinger, J., (1988), highlighted the importance of vocabulary in language teaching and tried to point out a distinction between comprehension and production. He further expressed his view by saying, "Comprehension of vocabulary relies on strategies that permit one to understand words and store them, to commit them to memory that is production is concerned with strategies that activates one's storage by retrieving these words from memory and by using them in appropriate situations."

Thus, vocabulary learning is a vital area for a learner because words are the basic tools for communication. To improve learners' achievement in foreign language, learners need to have good command over vocabulary so as to be able to communicate. According to Folse, K. S., (2008), "At times, not knowing a specific word can severely limit communication; however, in many cases a lexical lapse can actually stop communication completely." Teaching vocabulary and fostering word-power of the learners for effective communication play a significant role in learning the language in general and foreign language in particular. Vocabulary is central to language learners and the basic factor for mastering a language. Michael, Lewis, (1993), rightly states, "Vocabulary should be at the center of language teaching because language consists of grammaticalised lexis, not lexicalised grammar." Learners should develop their stock of vocabulary because vocabulary and language development are closely linked to each other. In fact, vocabulary is an integral part of the language itself and therefore language development can't be segregated from vocabulary development. The more considerable amount of vocabulary the learners master, the better they control and learn the language. Biemiller, A., (2003), aptly says, "Children with low vocabularies would have to learn words much faster than their peers, at a rate of three to four root words per day, if they were to catch up within five or six years."

Vocabulary learning is at the central core of mastering a language and foreign languages are not exception. It is the lexical competence which must be given the priority in foreign language

learning because lexical competence is at the heart of communicative competence. Vocabulary and lexical units are considered to be the spirit of learning and communication. Speaking and writing would be meaningless and perhaps impossible having only the ability to bend the mouth in the chase of the so-called BRP pronunciation without possessing sufficient vocabulary. Vocabulary is needed for expressing meaning and in operating the receptive skills; listening and reading and functionalizing the productive skills; speaking and writing. It is generally agreed that good command over vocabulary is imperative for gaining proficiency in any language and communicating effectively through it. Allen, V. F., (1993), emphasizes: "Vocabulary is an integrative part of any act of any language, without which, communication is impossible."

Vocabulary is one of the main components of reading; namely, phonic, phonemic awareness, vocabulary, reading comprehension and fluency. Any attempt to read or understand the text without having control over the words that form it, is a futile effort. Vocabulary enables learners to read and write effectively, to listen and understand efficiently and to say what they want to say easily and expressively. Bromley, K., (2007), rightly said, "Vocabulary is a principal contributor to comprehension, fluency, and achievement." Lado, R., (1971), emphasizes the importance of vocabulary by saying that we cannot deny or ignore the existence of the word as a tangible unit of language. The significance of vocabulary in reading comprehension cannot be underestimated. Therefore, it is important to teach learners vocabular and words so as to make them capable of reading and comprehending what they read. Vocabulary researchers, Anderson, R. C. and Freebody, P., (1981), hypothesized that there are three reasons that vocabulary knowledge is a good indicator of reading success as:

1. Understanding words enables readers to understand passages.
2. Verbal aptitude underlies both word and passage comprehension.
3. Vocabulary knowledge may be related to a person's store of background information.

Adequate knowledge of vocabulary enables the learner to write easily and effectively and speak fluently and eloquently. Vocabulary is central to language teaching and learning because

communication and comprehension are made possible only through the vocabulary that one has learned. Therefore, the study of vocabulary must occupy a significant place in teaching-learning activities. Experts, widely, agree that vocabulary learning is a very important aspect of language learning. What Rivers, W. M., says in the context of second language learning is applicable also in foreign language learning. Rivers, W. M., (1968), says, "The acquisition of an adequate vocabulary is essential for the successful second language use." Learning new words makes learner's thinking rich, improves his understanding of the world, encourages learner's mind to stretch itself into new intellectual areas, expands learner's ability to understand and improves his intellectual ability to think deeply, phrase his language effectively and express himself aptly. In fact, learning and understanding the vocabulary of a language is the main gateway for the learner to be on the right track of learning the target language. Enlarging vocabulary stock can make the learner aware of many aspects of the target language and show him a variety of ways to phrase his writing, comprehend what he reads and express himself through speaking. This implies that explicit learning of vocabulary in context is essential, especially, when learning a new language and particularly when it is a foreign language. It is, therefore, obvious that the development of vocabulary skills must be carried out as an integral part of learning English as a foreign language. It should be noted that learners who are rich in vocabulary are expected to be able to express themselves more freely and confidently in writing, comprehend the material they read, understand the spoken language and express themselves fluently in speaking. One does not feel secure or comfortable while dealing with a language which he does not have a sufficient stock of its words. Maley, A., (1986), observes, "and yet, as any learner of a foreign language knows only too well, words are essential, and the lack of them leads to feelings of insecurity." Thus, vocabulary is considered important because even if a person wants to frame a few sentences he needs an adequate stock of vocabulary. In fact, our efficiency in using any language depends on the number of words we know in that language. We cannot use a language without knowing a good number of words. If we want to use any language, effectively, we must have a good stock of its vocabulary. Thus,

vocabulary development is crucial to language learning. To pave the way for developing learner's stock of vocabulary, the teacher must be acquainted with the history of vocabulary development and teaching.

# Vocabulary: A History of its Development and Teaching

Teaching of vocabulary have been in practice for centuries. The history and development of vocabulary teaching is, as Carter, R., and McCarthy, M., (1988), put it, an "old insight leading to new; it is more of a series of dominating ideologies or fashions that have succeeded one another and which sometimes come as a full circle." As time passed on, vocabulary teaching and development gained further progress because it got influenced by the advancement in various fields such as descriptive linguistics, psycholinguistics and computational linguistics.

Sometimes vocabulary has been honored in the process of teaching whereas at other times it has been ignored and marginalized. The main language teaching methodology that was reigning before the 19th. century was Grammar-Translation Method which dealt with grammar rules, vocabulary items and sample practice exercises of translation from L1 to the target language. The main focus of this method was to learn explicit grammar rules and the art of translation. In this process, vocabulary was playing a major role and it used to flourish and expand itself.

To attach more importance to vocabulary learning, many efforts to select and compile words which are important to be learned emerged. In 1864, Prendergast, Thomas, objected to Grammar Translation Method, relied on his intuition and prepared a list of the most frequent words in English language. In 1897, another frequency-list containing a large number of German words; nearly, eleven million words was compiled by Käding, W. F., (1897), in Prussia. Such a vocabulary compilation was an apparent trend towards giving more value to vocabulary teaching.

The trend to give more value to vocabulary teaching was halted by the arrival of the Direct Method in the early years of the 20th. century. It made language learning a user-based effort. It focused on oral language teaching with listening as the primary skills and marginalized vocabulary development. It seems that it was part of the colonial agenda to spread spoken English language even in teaching/learning context where it was a foreign language.

Meanings were directly related to the target language without any translation being done. There was no proper mode of delivering vocabulary to the learners. It was claimed to be learned, naturally, through interaction with texts of lessons or with the classmates. Concrete vocabulary was explained through pictures. Abstract words were presented in a traditional way by being grouped according to topics or through association of ideas. Thus, direct method contributed very little to teaching of vocabulary or the vocabulary development of the learner.

Other movements to compile lexis known as 'Vocabulary Control Movement' came into existence in the first half of the 20th. Century. They consisted of two major works. The first one was made by Ogden, C. K. and Richards, I. A., (1930), and it was tilted 'Basic English' in which they limited the vocabulary to be learned with only 850 words. It comprised 150 items representing qualities; essentially 84 adjective, 600 items representing things (nouns) and 100 operations which were in the form of a mixture of word-classes. The compilers claimed that this number of basic words can be learnt, quickly, and the meaning can be expressed and communicated easily. However, the work of Ogden, C. K. and Richards, I. A., (1930), was criticized on the ground that it shifted the burden to learning many meaning whereas it has been estimated that the 850 words of 'Basic English' may have 12,425 meanings. It also needed, highly, qualified teachers who are resourceful and capable of using the target language and explaining the words effectively. According to Howatt, A. P. R., (1984), many teachers felt that if courses claim to teach the so-called 'Basic English', they should in fact teach it and not the varied meanings of a word. The 'Vocabulary Control Movement' was, as Schmitt, N., (2000), puts it, "to use systematic criteria to select the most useful words for language learning."

The second one was compiled by Faucett, L., et. al, (1936), who developed a vocabulary-list which was helpful for the production of simple reading materials. Its compilation depended on word-frequency; a practice which has a long history. However, some critics claimed that such lists have their own drawbacks because apart from word-frequency, vocabulary required, in any teaching/learning situation, depends on the context in which it is

used. According to Howatt, A. P. R., (1984), there were some set-criteria to select the words. They were as follows:

i. word frequency.
ii. structural value (all structural words included).
iii. universality (words likely to cause offence locally excluded).
iv. subject range (no specialist items).
v. definition words (for dictionary).
vi. word building capacity.
vii. style (colloquial or slang words excluded).

The work of Ogden, C. K. and Richards, I. A., (1930), and that of Faucett, L., et. al, (1936), put the foundation for the dawn of other works of compiling vocabulary. After World War II, a new approach called Reading Method was evolved by West, M., (1953), who formed a vocabulary-list containing 2000 words. It was published as 'General Service List of English Words'. West's aim was to facilitate reading skills by improving vocabulary learning. According to Schmitt, N., (2000), the major feature of this approach is the "use of frequency information." West's vocabulary list contributed a lot to learning English as a FL as it gave a strong vocabulary foundation through authentic reading material that benefited learners very much.

Another approach appeared, after the 2nd. world war, which is known as audiolingualism. It assumed that teaching language through multiple exposure and communication in the target situations help developing vocabulary knowledge of learners. It emphasized on teaching structural patterns and the vocabulary taught seems to be easy, simple and familiar to learners. Audiolingualism could not come to the level of Wests' reading method in enhancing language learning in situations where English was a foreign language.

Similar to audiolingualism, a method was reigning in Britain during the 1940s and 1960s. It was termed as situational approach which was a kind of return to the concept of direct method. situational approach treated vocabulary in a more principled way than audiolingualism and focused on language items according to the arising situations, but it could not contribute very much to the development of learners' vocabulary knowledge in FL situation.

The theory of behaviourism, which appeared in the late 1950s, made learning as a process of trying, erring and reinforcement. It lost its ways while making human learning like animal learning. It could not give a tangible success in developing learners' vocabulary. American linguistics, always, tried to push vocabulary to the margin and give it a secondary level of importance. This tendency persisted during the 1940s, 50s and 60s. Fries, C., (1960), claimed that in order to learn a new language the first step is not to learn vocabulary. In order to master its sound system and its grammatical structure, at the initial stage, small vocabulary; function words, substitute-words, words of negative and affirmative as well as content words, may be taught to introduce the structure. Then, in a later stage, vocabulary can be introduced for the production of the language. This view, despite its stupidity, dominated English language teaching contexts for many years until transformational linguistics emerged in 1960s.

Vocabulary teaching was, further, pushed back by the new ideas ingrained in the cognitive concepts. Here, Noam Chomsky also got lost in the maze of theorization which did not help teachers of English as a foreign language with any concrete and practical views about developing learners' vocabulary though the cognitive theorization seems to be affirming the idea of lexis which was marginalized by the structuralists. Thus, there was no remarkable interest to give vocabulary a place in language teaching. The only exception during this period was the article written by Higa, M., (1965), focusing on the psycholinguistic concept of difficulty in vocabulary learning. It is clear that as far as vocabulary teaching was concerned, the period from 1950 to 1970 was a stagnant. It was a period of the incubation and production of the communicative language theorization which started emerging.

Based on the cognitive theory, Hymes, D., (1972), came up with the new idea of 'communicative competence' which highlighted the sociolinguistic and pragmatic factors of language and its acquisition. He did not give any tangible concept that supports the development of the vocabulary of the learners who learn English as a foreign language. Nunan, D., based on Hymes' communicative competence, (1972), produced the so-called Communicative Language Teaching Method. Its concepts re-

echoed the concepts of the direct method and situational approach which marginalize vocabulary. As it derived from a meaning-based approach, the communicative language teaching method focused on fluency only. Vocabulary was marginalized by the issues of mastering the so-called functional language and knowing how language connects together in discourse. Learners were given exercises on how to develop communicative competence and very little directives were given on how to deal with developing vocabulary. Therefore, it also could not give helpful views to develop the vocabulary of the learners who learn English as a foreign language.

In the field of teaching English as a foreign language teaching/learning vocabulary has been undervalued due to the appearance of the so-called communicative approach that went like a blind without a stick; vocabulary. It became the most neglected part of the teaching of English as a FL. Nunan, D., (1991), himself admits, "For number of years, the teaching of vocabulary was neglected in language classrooms, despite the importance that learners attach to the task of building and maintaining an adequate vocabulary." Richards, J. C., (1976), claimed that for years vocabulary remained an area where the link between approach, method and technique has been neglected. French, F. G., (1963), believes that vocabulary was neglected in the past decades because:
1) those who were involved in the teacher-preparation program during the past few decades felt that grammar should be emphasized more than vocabulary,
2) specialists in methodology believed that students would make mistakes in sentence construction if many words were learned before the basic grammar had been mastered, and,
3) those who gave advice to teachers said that word meanings can be learned only through experience and cannot be taught in the classroom.

The ramifications of those approaches and methods are still, negatively, affecting the status of vocabulary courses which teach English as a foreign language. Farghal, M. and Obeidat, H., (1995), rightly say, "… vocabulary has been ignored in most foreign language classes." Therefore, under the influence of theories that give an upper hand to 'speaking first', vocabulary got no attention

in the process of teaching/learning English language. Consequently, no tangible learning of English language took place.

In the 1970s the issue of vocabulary was again brought to the front by Wilkins, D. A., (1972), who threw light on the marginalization of vocabulary in the past. He valued teaching/learning vocabulary and remarked that lexical semantics helps the learner in three different ways:

i. It enables learners to understand the process of translation.

ii. It enables learners to organize the lexicon, since words are not learnable as isolates.

iii. The study of sense-relation enables us to bring out the full meanings of words and this is related to complexity of acquisition of meaning.

Nevertheless, the work of Wilkins, A. D., (1972), who prepared the so-called 'Notional Syllabus' which was proposed by Van, Ek, and Alexander, (1975), could not escape the grip of the contemporary theorizations of the so-called communicative language teaching and rather contributed to it, therefore, it utterly failed to give any concrete concept about teaching English as a foreign language or providing an authentic material to teach vocabulary. The teaching/learning courses which have been produced, were not better than the crash-courses of language which is given to fulfil the need of tourists only.

In the 1970s, the relationship between vocabulary, learning task and the existing strategies pertaining to vocabulary selection became the area of discussion and criticism. Twaddell, F., (1973), argued about the massive expansion of learned vocabulary. He found a defect in the views about teaching of vocabulary by depending, merely, on selection of items on a criterion such as frequency. As it is not possible to teach learners all the words, it is important to give them the words they need to know, train them on adopting guessing strategies that enable them to cope with unknown words and decrease their dependance on dictionaries.

Some scholars such as Connolly, P. G., (1973), Donnlley, W. B. and Roe, C. J., (2010), came to conclusion that reading, extensively, plays an important part in vocabulary expansion. However, Lord, R., (1974), tried to reinstate vocabulary teaching in his own way. He supported L. S. Vygotsky's view which claims

that the relationship between thoughts and words is dynamic and therefore concentration on their meaning is more important. Such a view by Lord, R., (1874), represents a further discarding of vocabulary and shifting towards acquisition of meaning and therefore he could not provide a practical strategy for those who teach English language in foreign language situation.

In 1977, another approach termed as 'Natural Approach' was evolved. It considered vocabulary as a bearer of meaning and emphasized mastering the knowledge of vocabulary through 'comprehensible input' of the language. It stressed on the motivational benefits of an early stage of receptive vocabulary-growth which was supported by comprehensible input.

Notional, functional and communicative teaching views continued to reign, but they could not produce a lot of teaching material which focuses the attention on vocabulary. They were more attuned to the requirements of learners in L1 and L2 learning contexts and not to the requirements of foreign language leaning situation. After the apparent failure of the so-called communicative approach, particularly, in FL teaching/learning context, vocabulary has received some attention. There has been a tangible realization of the importance of teaching vocabulary and the need to enrich learners' vocabulary stock was felt by educators, syllabus designers and teachers who realized that those who have sufficient stock of vocabulary could learn the target language easily even through self-access material. At the end of 1970s, vocabulary attained some gains as more scholars started speaking about it. Some scholars discussed aspects of the pedagogy of vocabulary teaching, vocabulary in context and semantics in vocabulary teaching. Anthony, E. M., (1975), in his article on structural clustering in the lexicon, discussed the implications of lexical theory on language pedagogy. Brown, D. F., (1974), brought collocation to the forefront of teaching/learning vocabulary. He made it as a way of sensitizing learners of vocabulary to contextual redundancy and provide learners some practical exercises. Nilsen, D. L. F., (1976), followed with a strong view of the role of the semantics in vocabulary teaching considered that the development of the pragmatic approach; that is examining vocabulary out of context and the contrastive systems, is a pre-requisite to the syntagmatic

approach; vocabulary in context. Martin, A., (1976), while reporting on materials developed at 'Stanford University' isolated common-core academic vocabulary for college students' needs. He, further, identified useful vocabulary and made it as a strategic resource for the target groups of learners. Vocabulary continued to gain ground in the thinking of specialized thinkers and linguists. Laufer, B., (1997), says, "Vocabulary is no longer a victim of discrimination in …language learning research or in language teaching." Judd, E. L., (1978), published an article giving vocabulary the status of a skill in its own right. He favored massive vocabulary instruction as early as possible and stressed the importance of presenting vocabulary in context. Blum, S. and Levenston, E. A., (1978), looked at lexical simplification and considered that universal strategies are at work. Bialystock, E. and Frohlich, M., (1978), also examined learner strategies during moments of facing lexical difficulty. The work of Brown, J., (1979), cited examples of native-speakers and lexical strategies and concluded that learners must learn to make use of general words and develop the skill of talking around a word. Brown, J., (1979), suggested techniques for motivating learners in order to achieve effective communication, although using general and imprecise lexis.

Various language experts came up with various issues related to vocabulary learning. One of the notable publications was 'Guidelines for Vocabulary Teaching', (1980), by Regional English Language Centre (RELC) in Singapore. Another publication was a survey of vocabulary learning and nation's survey of research in vocabulary learning conducted by Meara, P., (1980), which raises questions concerning the usefulness of word list learning and learning from context. Nattinger, J., (1980), with his interests in syntagmatic aspects of the lexicon; vocabulary in context. He proposed that vocabulary teaching should shift from teaching words to a variety of multi-word lexical phenomenon that is a central part of the fabric of everyday communication.

Channell, J., (1981), confronted the problem of what to do after basic vocabulary has been mastered and considered that the learner needs to know how to relate words of similar meaning and which words can be used together. Ausubel, D. P., (1968), says,

"The knowledge of these word relationships could contribute to what educational psychologists call meaningful learning." It also helps to see how words are often arranged in groups with similar characteristics. Then, there was the research in ESP and vocabulary which has been conducted by Hutchinson, T. and Waters, A., (1981). Another main research on vocabulary teaching that holds an important place is the massive corpus assembly of a project such as the 'Collins Birmingham University COBUILD.'

Since the mid-1980s, there has been a growing body of empirical studies of the nature of bilingual lexicon, vocabulary learning, lexical storage, lexical retrieval and use of vocabulary by foreign language learners which is supported by computer analysis technique. Thus, vocabulary has been, increasingly, recognized as an essential component of communication because language teaching circles realized that inadequate stock of vocabulary can lead to difficulties in, both, receptivity and productivity through the language. Enlarging language vocabulary became one of the main objectives of many EFL teaching efforts which adopted different ways to achieve this objective.

In 1982 and 1983, there were other significant publications by scholars such as Wallace, M. J., (1982), Allen, V. F., (1983), and Rivers, W. M., (1983). Wallace, M. J., (1982), emphasized meaningful presentation of vocabulary in situation and context, the activation of learners' background knowledge and the individualization and self-management in language learning process. Allen, V. F., (1983), echoes this development by talking about the importance of creating a sense of need for words, the importance of going from meaning to words and the introduction of social and cultural context of vocabulary teaching. Rivers, W. M., (1983), through her work, emphasized that vocabulary can be presented and explained, but ultimately it is the individual who learns and must know how to learn vocabulary and find his own ways to expand and organize his words stores. Thus, Wallace, M. J., (1982), Allen, V. F., (1983), and Rivers, W. M., (1983) did a remarkable job in gearing up the place of vocabulary in language teaching though they left the learner to devise his own strategy of learning. After them, it was Gairns, R. and Redman, S., (1986), who

published a handbook for teaching of vocabulary to make learners involved in vocabulary learning.

All the above efforts indicate that the trend of vocabulary teaching continued to develop day by day and become more advanced with the production of various studies and researches conducted by different scholars, researchers and language experts. They were a clear reaction against the jargons and hollow theorizations of the so-called communicative approach which made a great damage to the process of learning English as a foreign language. Learners, upon leaving the sheltered atmosphere of the EFL classroom, often find themselves at a literal 'loss for words' in the English academic environment which they encounter at the undergraduate, post-graduate level levels and in their work-place. This was basically due to the blind sticking to the teaching philosophy of the communicative approach. It is the running after the so-called communicative approach, the stupid attempt to put speaking and listening as priorities and the adhering to the so-called pronunciation, rhythm and intonation of the so-called native speakers which led to the neglection of the teaching of vocabulary and the failure of teaching courses wherever English was a foreign language.

The above narration indicates that the last two decades of the 20$^{th.}$ century have been the period in which the importance of vocabulary instruction was rediscovered. Learning and teaching vocabulary became essential and language teaching circles have become more interested than ever in matters related to lexis. The rebirth of concern for vocabulary teaching is, according to Thornbury, S., (2002), because of the joint contribution of the computerized data which is based on words (or corpora) and the developments of modern approaches to language teaching which became 'word centered'; 'lexical approach'.

Recently, researchers have taken more interest in finding ways to develop learners' vocabulary as they have realized that vocabulary is a significant area worthy of exerting efforts and conducting investigations to improve its achievement level within the learners. Vocabulary has, consequently, continued to gain popularity in the general field of English language teaching. Educators, course designers and teachers came to know that

without vocabulary communication is not possible. Recently, methodologists and linguists have highlighted and recommended teaching vocabulary because of its importance in developing language learning. Now, even the language learners are giving more attention to vocabulary learning as compared to the period of the second half of the 20th. century when teaching was under the grip of the so-called communicative approach.

The above discussion indicates that vocabulary teaching, particularly, where English is a foreign language needs more attention. Every language teacher must make a suitable choice on what and how much vocabulary to teach according to his teaching/learning context. The choices must be influenced by factors such as frequency, usefulness for the classroom, learnability and suitability for teaching/learning situation. In this regard, Harmer, J., (2001) points out, "The words which are most commonly used are the ones we should teach first." The teacher should take care of the meaning of vocabulary, its length and complexity, pronunciation and function, connotation and idiomatic expressions, right word-situation, etymology, collocations, usefulness and spelling.

As far as the spelling is concerned, the course of study should determine which spelling form to adopt and follow; the British or the American. The American form of spelling seems to be more practical and flexible for learners of English as a foreign language. Let's have a look at some examples of the British and American spelling trends:

1. British English words that end in -re often end in -er in American English:

| **British English** | **American English** |
|---|---|
| Centre | Center |
| Fibre | Fiber |
| Litre | Liter |

2. British English words ending in -our usually end in -or in American English:

| **British English** | **American English** |
|---|---|
| Colour | Color |
| Labour | Labor |

| | |
|---|---|
| Neighbor | Neighbor |

3. Verbs in British English that can be spelled with either -ize or -ise at the end are always spelled with -ize at the end in American English:

| **British English** | **American English** |
|---|---|
| Apologize or Apologise | Apologize |
| Organize or Organise | Organize |
| Recognize or Recognise | Recognize |

4. Verbs in British English that end in -yse are always spelled -yze in American English:

| **British English** | **American English** |
|---|---|
| Analyse | Analyze |
| Paralyse | Paralyze |

5. In British spelling, verbs which end in a 'vowel + l', they double the 'l' when adding endings that begin with a vowel whereas in American English, the 'l' is not doubled:

| **British English** | **American English** |
|---|---|
| Travel | travel |
| Travelled | Traveled |
| Travelling | Traveling |
| Traveller | Traveler |

6. British English words that are spelled with the double vowels ae or oe are just spelled with an e in American English:

| **British English** | **American English** |
|---|---|
| Leukaemia | Leukemia |
| Oestrogen | Estrogen |
| Paediatric | Pediatric |

7. Some nouns that end with -ence in British English are spelled -ense in American English:

| **British English** | **American English** |
|---|---|
| Defence | Defense |
| Licence | License |
| Offence | Offense |

| | |
|---|---|
| Pretence | Pretense |

8. Some nouns that end with -ogue in British English, end with either -og or -ogue in American English:

| **British English** | **American English** |
|---|---|
| Analogue | Analog or Analogue |
| Catalogue | Catalog or Catalogue |
| Dialogue | Dialog or Dialogue |

# Methods of Teaching Vocabulary

The previous chapter told us about the history of vocabulary and the trends of its teaching and development, however, it would not be out of the context here to discuss some of the methods, techniques and tools of its teaching because methodology in teaching is that which links theory to practice. Due to the importance of vocabulary, there are very strong reasons for executing more organized approach to its teaching as a foundation for developing reading comprehension, writing correctly and putting the foundation for practicing other skills effectively.

As vocabulary is a principal contributor to comprehension, fluency and achievement, its teaching needs a suitable method that enables the learner to accumulate a sufficient stock of vocabulary because teaching vocabulary, effectively, is a key aspect of developing successful readers. It is not proper to pick up only one method and, solely, depend on it to teach vocabulary as there a wide gap between our perception about vocabulary teaching and what we actually do. Greenwood, S., (2004), aptly states, "There is a great divide between what we know about vocabulary instruction and what we (often, still) do."

There has been an increased focus on teaching vocabulary recently. Thornbury, S., (2002), points out that there are developments "of new approaches to language teaching, which are much more word-centred." To accomplish the task of teaching vocabulary, the method of teaching vocabulary should be selected carefully according to the requirements and context of teaching/learning. Atkinson, D., (1987), suggests, "Teachers should not opt for the contemporary methods in language teaching just to demonstrate the knowledge possessed by them in order to justify their position as educationists, but should adapt or use other methods according to the condition and situation they face." The use of effective and suitable methods in teaching English as a foreign language has the potentiality not only to improve learners' achievement in English language, but also to enable learners to possess many tools that help them in their future.

Various methods and approaches dealt with the issue of language teaching and while doing so, they delt with vocabulary in different ways. The teacher of English as a foreign language must be, firstly, acquainted with various method and approaches of teaching vocabulary, then, he may devise a suitable way of teaching it in his context. Those methods and approaches may be discussed as follows:

**Grammar -Translation Method**

When grammar translation method was introduced in FL teaching, the primary aim of foreign language study was to read its literature and translate texts; to benefit from its mental discipline and intellectual contents. The grammar translation method was based on deductive rather than inductive learning. Vocabulary selection, gradation and presentation for teaching materials were, mainly, based not on its frequency, but on the affiliation of the vocabulary items to the particular grammatical category that is displayed through the text. It proposed learning of mother-tongue equivalents so as to understand the new vocabulary items. Vocabulary items listed in teaching materials were presented to the learners in the class. They memorized those equivalents for reinforcing the recalling skill in the process of comprehension and translation. Vocabulary was taught through bilingual word lists, dictionary study, memorization, and their translation equivalents. The main emphasis was on the recognition of written words and the production of those words in written translations. Nevertheless, learners were developing listening and speaking skills in the foreign language as a by-product of the main activities; reading, grammar studies, translation and writing. Thus, the final achievement in situations where English was a foreign language was great, indeed. However, some scholars like Bloomfield, L., (1933), were against this method. Bloomfield, L., (1933), claims, "Translation into the native language is bound to mislead the learner, because the semantic units of different languages do not match and because the student under the practiced stimulus of the native form is almost certain to forget the foreign one", but I think, the matter can be reversed. Translation into the mother tongue is bound to be useful to the learner. Its usefulness rests in the fact that even if the semantic units of the two languages do not match, the

practiced stimuli of the native form itself is a source which makes the learner remember what he studied in the foreign language. Therefore, grammar translation method can be, effectively, incorporated in the process of teaching the vocabulary of English as a foreign language.

**Natural Method**

The term 'natural method' was first used in the nineteenth century to describe some emerging teaching methods, such as the direct method which came as reactions against grammar translation method. Natural method proposed immersion teaching and techniques such as using demonstration for facilitating vocabulary learning and recalling. It was based on inductive learning. Translation and grammar explanations were discarded. Natural method is described in a detailed manner by Brown, J. P., et. al, (1985). It is aptly described by Richards, J. C. and Rodgers, T., (1986), as follows: "……believed to conform to the naturalistic principles found in second language acquisition. Unlike the direct method, however, it places less emphasis on teacher monologues, direct repletion, and formal questions and answers, and less focus on accurate production of target language sentences." It did not give importance to teaching vocabulary. Terrell, T. D., (1977), quotes Bolinger, Dwight, who says, "The quantity of information in the lexicon far outweighs that in any other part of the language, and if there is anything to the notion of redundancy it should be easier to reconstruct a message containing just words than one containing just the syntactic relations. The significant fact is the subordinate role of grammar. The most important thing is to get the words in."

Learners were exposed to sequences of actions, and the spoken form was taught before the written form. The drastic shift from grammar translation method to natural method did not give much benefit to the process of learning English as a foreign language in general and vocabulary learning in particular. In fact, it is during the implementation of the natural method in teaching English as a foreign language that the standard of English and the achievement of learners of English as a foreign language witnessed a steady decline in countries like Sudan. As a matter of fact, the so-

called natural method/approach was developed as part of the colonial hegemonic agenda to make the colonized nations under the linguistic hegemony of the colonial power. Nevertheless now, due to the presence of modern devices, some techniques of the natural approach/method can be used as part of a set of techniques derived from various methods and approaches to teach the vocabulary of English language.

**Direct Method**

The direct method was also based on inductive learning. It advocated learning a new language through direct association of words and phrases by using objects and actions and developing the ability to think in the target language. The teacher presents vocabulary by acting or demonstration. Concrete vocabulary was taught through the use of pantomime, pictures and demonstration as techniques for making learners learn its meaning and recall vocabulary items when needed. Abstract vocabulary, on the other hand, was taught by association of ideas. It means that vocabulary was learnt through explanation, examples and associations. It was studied in a natural and conversational context. Vocabulary was preferred to grammar, but only everyday vocabulary is taught. Moreover, the use of the native language was not tolerated in the classroom and translation as a teaching-technique was strictly forbidden. Nagraj, Geetha, (1996), comments, "A teacher described each event in the foreign language and as reading and writing tasks on these lessons. The teachers used full sentences in the foreign language as input rather than words and phrases; no translation was used. The aim of the direct method was to get the learner to think in the target language."

However, this method depended on highly qualified teachers. Richards, J. C. and Rodgers, T., (1986), rightly remarks, "It needed proficient teachers and mimicked L1 learning, but did not consider the differences between L1 and L2 acquisition", unfortunately, in foreign language teaching contexts like Sudan, qualified teachers are rare, therefore, during the implementation of the direct method in teaching English as a foreign language, the standard of English and the achievement of learners in English as a foreign language continued to decline. In fact, the so-called direct method was like

the natural approach/method; part of the colonial hegemonic agenda to make the colonized nations under the linguistic hegemony of the colonial power. Neither the English language nor its vocabulary benefited from the implementation of this method in foreign language teaching/learning context, however, due to the presence of modern devices and resources, it may be possible to benefit from some of its teaching techniques.

**The Cognate Method**

This method is used to teach languages in cases where, both, the source and target languages are, genetically, related to each other. It tries to exploit this cognateness in terms of phonology, morphology, syntax and lexicon of, both, the source language and the target language. It is not suitable in teaching English language where Arabic is the mother tongue of the learners.

**Audio-Lingual Method**

The audiolingual method which originated from the Army Specialized Training Program was initiated during World War II in the land of the Red Indians; the so-called United States now. It possessed elements traceable, both, to American structuralism and to behaviorist psychology. It assumes that in language speech has primary and writing has secondary importance, thus, as far as vocabulary is concerned, it seems to be on the same track of the natural method and direct method that concentrated, largely, on listening and speaking skills. Teaching is done with the help of dialogues whereas the use of mother tongue is avoided. Like the direct method, the criterion for vocabulary selection in this method is the frequency count. The techniques used to produce correct language habits in the learners were, above all, mimicry, memorization and drills; a set of patterns that can be learned, easily, by constant repetition as repetition is essential for reinforcement of learning. Nation, I. S. P., (2001), says, "Repetition is essential for vocabulary learning because there is so much to know about each word that one meeting with it is not significant to gain this information, and because vocabulary items must not only be known, they must be known well so they can be fluently accessed." It considered that the basic vocabulary and some other

non-basic vocabulary items are essential for dialogue. Its teaching was, strictly, limited to a useful minimum and learned only in context so that learners may concentrate on establishing a firm control over pronunciation, listening and speaking. It was claimed that exposure to language itself would lead to vocabulary learning, therefore, no clear method of vocabulary teaching was formed. Thus, it did not benefit the learners of English as a foreign language in learning English vocabulary.

**Total Physical Response**

In total physical response, vocabulary learning is concerned, learning synchronizes words with learners' body movements so as to learn them and recall them. The teacher gives commands and learners perform. The teacher demonstrates actions, uses real objects and then gets the learners to perform the same or similar actions in response to commands. Translation is not an option, therefore, this method teaches vocabulary by making use of immediate context in the classroom and things that can be brought into the classroom. Thornbury, S., (2002) says, "the intention is to replicate the experience of learning one's mother tongue."

Learners were required to use a wider range of language items, not only a particular pattern or vocabulary group. Much of the time was consumed in, physically, responding to few language items and no special care was given to vocabulary. Thus, it is not suitable be selected alone in teaching vocabulary. Some of its suitable techniques may be part of a set of techniques derived from other methods and approaches to be adopted for teaching vocabulary.

**The Bilingual Method**

The bilingual method which was proposed by C. D. Dodson, is based on the similarities and differences between the mother tongue and the target language which was considered as a second language. According to Dodson, C. J., (1967), "The teaching materials need not be specially designed for this method. The materials that easily facilitate the adoption of this method can be selected from the materials that would be available for teaching a language as a second language." Few vocabulary items are taught

at a time because it considered that learning a large number of words hampers learning of the language and slows down the process of acquiring fluency in it. Words that have a one-to-one correspondence in both the languages, are given preference in teaching. The new and old vocabulary are presented in a wide range of contexts so as to provide exposure to usage and prepare learners to use the new vocabulary in many sentences and in various situations.

**Suggestopedia**

This method has been developed on the theories of Georgi Lozanov that are based on the power of suggestion in learning, using of Baroque music and arranging comfortable environment that creates a relaxed, but focused alpha-state so as to overcome psychological barriers, avoid monotony and increase confidence. The emphasis is put on memorization of vocabulary items and their translation into a mother tongue. This method may be good for learning usage of certain words, however, it can't be, solely, adopted in situations where English is taught as a foreign language, but its use of the mother tongue to explain the meaning of the word can be adopted in teaching English as a foreign language.

**Communicative Approach**

The introduction of communicative approach in the 1970's relegated the role of vocabulary to the margin. It emphasizes usage of the target language and does not concentrate on teaching vocabulary. Harmer, J., (2001), states, "Because of the focus of communicative activities and the concentration on language as a means of communication such an approach has been called the communicative approach." It took care only of the core vocabulary that is within the interest of, for example, tourists as if all learners of English in the world are going to be tourists or buyers and sellers in markets. It means that it concentrated on verbal activities and could not give learners a sufficient stock of vocabulary, sufficient material in reading comprehension and sufficient writing exercises they need for their future academic and professional career.

Therefore, it utterly failed in foreign language teaching/learning situation.

**Lexical Approach**

In the 1990s, Michael Lewis proposed the 'Lexical Approach' as a way to teach the chunks of vocabulary as opposed to individual items with a special emphasis on collocation. It means that this approach develops learners' proficiency with lexis and word-combinations. It is based on the idea that an important part of language acquisition is the ability to comprehend and produce lexical phrases as unanalyzed wholes or as chunks. These chunks become the raw data by which learners perceive patterns of language traditionally thought of as grammar. Lexical approach, according to Michael, Lewis, (1993), suggests:

"1) lexis is the basis of language,

2) lexis is misunderstood in language teaching because of the assumption that grammar is the basis of language and that mastery of the grammatical system is a prerequisite for effective communication,

3) the key principle of a lexical approach is that 'language consists of grammaticalized lexis, not lexicalized grammar',

4) one of the central organizing principles of any meaning-centered syllabus should be lexis."

Meaning of vocabulary might be guessed from the context, patterns/collocations are noticed and noted into systematically organized notebooks and learners are advised to work with monolingual dictionaries to provide a direct base for learning of the target language. Though the stress is put on vocabulary as the main carrier of meaning, but this concept is moved from words to lexis. The goal is to achieve, both, fluency and accuracy through learning of a large storage of fixed, semi-fixed and prefabricated items. It means that, as it has been directed to second language teaching, the lexical approach puts a big stress on spoken language rather than on reading, writing or true vocabulary achievement.

**Eclectic Approach**

Yardi, V. V., (1977), describes this method as a 'compromise method' as it is a homogenous method that combines

all that is practical in other methods, uses a wide range of teaching techniques and procedures from other methods and approaches and benefits from them. Its biggest advantage is its flexibility and incorporation of what it considers as suitable from other methods and approaches. It means that in foreign language teaching context, it needs qualified teachers who can select the best techniques and procedures of teaching vocabulary and employ them to develop learners' ability to maximize his stock of vocabulary.

**Video/Book-based Approach**

It is an approach of teaching English language which has been devised by the author of this book. It is a modern method that tried to deal with learners in FL learning situation. As far as vocabulary learning is concerned, this approach gives importance to the potentialities and strategies of the learner in the process of learning. It considers that English in FL learning situation is a library language, therefore, vocabulary teaching/learning must be part and parcel of the teaching/learning efforts. It has to be done through materials which are presented through videos, audios, books, etc. It believes in subjecting young learners to authentic material which make them internalize vocabulary items and their meanings naturally. It depends on repeated listening to the pronunciation of words and vocabulary items and seeing the way they are written. As they are presented in context, their meanings are picked up easily and naturally. Their meanings and even the shades of meaning are easily assimilated through watching/listening skills which are activated from early years of the learners' age after they have already acquired their mother tongue and used it in writing. The learners reinforce vocabulary through reading authentic material. It would be a process of acquiring words and vocabulary items rather than learning them because both are presented in context without much need for translation into the mother tongue, therefore, the learner builds up a good stock of words and vocabulary at an early stage of his life and this would definitely help in developing and fostering other skills in the language. Nevertheless, it allows translation into the mother tongue for words and vocabulary which are difficult to be understood directly, situationally and contextually.

As far as teaching of vocabulary in situation where English is a foreign language is concerned, it is better to benefit from every method, approach and technique rather than sticking to one of them. Mezyenski, K., (1983), has recognized some aspects related to the success of vocabulary teaching methods. They were: (a) the amount of practice given in the process of learning words, (b) the breadth of training in the use of words, and, (c) the degree to which active processing is encouraged. Putting such points into consideration, the teacher may select from each method or approach the best techniques that help them to enhance the process of making learners accumulate vocabulary and enlarge their stock of it. The more flexible the teachers are, the more efficient their teaching is.

# Accumulating Vocabulary

## Introduction

People cannot express their feelings, ideas, opinions, arguments, demands and requests without words and vocabulary items. Therefore, teaching courses should help learners to accumulate words and vocabulary. Vocabulary accumulation refers to the process of increasing the stock of meaningful words and storing them in the memory so that they may be part of the stored knowledge that is referred to when needed. When learners encounter printed word, they try to recognize it through its pronunciation and meaning. If they succeed in recognizing its meaning, then they comprehend what they are reading. However, if they fail to find the meaning of the word, then they fail to comprehend what they are reading. Thus, it is important for learners to understand the meaning of the words they read in order to achieve better comprehension, for this end, vocabulary accumulation is essential.

Words are one of the first issues that challenge the readers in the process of reading. Learners face difficulties to learn new words as there are millions of words in the language. They face comprehension problems if words are unfamiliar or have shades of meaning because writers sometimes use different words in a text to refer to the same thing. Teachers of foreign language feel that teaching of vocabulary is a difficult task as there are countless words. It is also a challenge because vocabulary is a means of learning and understanding through listening and reading and a vehicle of expressing the meaning through speaking and writing. Teaching vocabulary is a challenge for teachers, because of the size of the task and the variety of vocabulary types to be learned, including single words, phrases, collocations, grammatical patterning, idioms, fixed expressions, etc.

Vocabulary learning is one of the most challenging obstacles to foreign language learners. Lessard-Clouston, Michael, (1997), appropriately mentions, “Students report that vocabulary appears to be the most difficult aspect of language learning for them to master.” Thus, obstacles on the way of accumulating vocabulary

knowledge is a prime concern, particularly, for language learners in foreign language learning context. Therefore, both, teachers and learners should realize that English language has a huge stock of vocabulary. Teachers are expected to focus on vocabulary, as it is the most essential aspect in any effort of learning English language. Learners of English as a foreign language must make conscious effort to learn sufficient vocabulary in order to express themselves in writing and comprehend whatever they read. It is mainly through using words that people compose and express their thoughts to each other.

To help learners develop word-knowledge, the fundamental difficulties must be recognized and then the material and teaching practices may be developed to address these difficulties. The most important thing is that the learner should be involved in the process of learning because the task of enlarging the stock of vocabulary is the task of the learner himself. No power can open learner's skull and store words in it except the learner himself. In other words, learning and expanding the stock of vocabulary is largely a self-learning task through self-accessed material. It depends on the learner's motivation to learn, the efforts he exerts to accumulate vocabulary and the opportunities he finds to use the learned-vocabulary. The teacher may provide technical help in the form of pronouncing and presenting the word, giving its meaning in the mother tongue of the learner and presenting it through various ways of contextual presentation.

## Ways, Techniques and Tools of Accumulating Vocabulary

There are different ways, techniques and tools which may be adopted in the process of teaching vocabulary and enabling the learner to accumulate vocabulary items. They may be as follows:

### *Designing Suitable Material*

Designing suitable vocabulary material contributes in making learners capable of accumulating vocabulary stock. There are many principles and grouping criterial which can be adopted to design or select such a material. Norbert, Schmitt and Diane, Schmitt, (1995), introduce eleven principles which need to be considered when designing any vocabulary program:

1. The best way to remember new words is to incorporate them into language that is already known.
2. Provide the learners with an organized material which is easier to learn.
3. Words which are very similar should not be taught at the same time.
4. Word pairs can be used to learn a great number of words in a short time.
5. Knowing a word entails more than just knowing its meaning.
6. The deeper the mental processing used when learning a word, the more likely that a student will remember it.
7. The act of recalling a word makes it more likely that a learner will be able to recall it again later.
8. Learners must pay close attention in order to learn most effectively.
9. Words need to be recycled to be learnt.
10. An efficient recycling method: the 'expanding rehearsal'.
11. Learners are individuals and have different learning styles.

Blachowicz, C. L. Z. and Fisher, P., (2000), have identified four principles of vocabulary instruction in which he, clearly, throws the ball into the field of the learner in an attempt to make him, fully, involved in the process of learning vocabulary. The first principle says that the learners should personalize the process of word-learning and decide what word to learn and how to learn. This principle is related to active development of vocabulary that stresses the actual use of new words in various contexts. The second principle involves learners in the process of learning throughout the day and through different activities. The third principle is based on the view that word-building needs acquaintance with word-meaning in different contexts. This is accomplished through many steps over a period of time to provide sufficient exposure to the target vocabulary. Each exposure enhances the information on how the word is used in different contexts. Thus, multiple layers and shades of the meaning of the word become very clear through sufficient exposure to master and, accurately, apply the new lexical items. The fourth principle gives importance learners' active involvement in the process of learning words as vocabulary accumulation can't be accomplished by passive receivers.

For advanced level learners, material that adopts structural approach of teaching vocabulary can be selected and presented as it keeps the learners with more details about the lexical patterns and applications. According to Filmore, L. W., and Snow, C. E., (2000), structural approach of teaching vocabulary is based on the morphological analysis of the word that breaks it into prefixes, roots and suffixes so as to illustrate their meanings. It is considered to be a stress-free and practical approach of vocabulary building. In this regard, knowledge about the root-form of the word helps learners to build up their vocabulary stock in a logical and sequenced manner. After possessing command over the root-form of the word, learners can modify it according to different parts of speech and build up more vocabulary items for themselves. They can be engaged in the activity of generating new words from a given root and grouping them to facilitate the process of remembering them. For example, the learners might be asked to form adjectives and adverbs from nouns or verbs as such an activity can help them to recall the words which they have learned.

Bowen, J. D., et. al, (1985), suggest seeking the help of the following material and ways to teach/learn vocabulary:

- Glossaries and Dictionaries.
- Use of the Thesaurus.
- The practice of penciling a small dot in front of an entry every time it is looked up.
- The idea of a vocabulary notebook. List the interesting words in a notebook where it will be convenient to review them from time to time.
- One widely acknowledged way to build vocabulary is through an understanding and application of word formation processes. Learning the synonyms and the nuances that distinguish the synonyms.
- Connotations.
- Interpretation of words that are very similar in appearance.
- Structure Vs Content vocabulary
- Collocations Lists of words. Examples: Measurement vocabulary, color terms, converse form of verbs, semantic associations (homonyms, homographs (pairs of words with the same spelling, but with different pronunciations and

meanings), relative generality-specificity of words with overlapping meanings, antonyms.

- Idioms.

Gairns, R. and Redman, S., (1986), acknowledged certain grouping criteria which will help, both, the teacher and the learners to deal with vocabulary by grouping it in different ways; relating it to the topic, grouping it as an activity or process that is based on similarity in meanings or notational similarity, as items that form pairs, items within word families, as items that connect discourse and items forming set of idioms or multi-word verbs, grouping by spelling difficulty, grouping on the basis of phonological patterns and grouping on the basis of stylistics.

**Direct Teaching**

Vocabulary should be taught directly by various ways such as repeated exposure to new vocabulary and active engagement with it, associating new words with known words and using new words in sentences and in different context. In this regard, it is important to remember that the amount of vocabulary learning relies on the extent of the learners' exposure to the language. The more they are exposed to the target words, the greater they learn the vocabulary of that language. Through activities whether in the form of reading, writing or, if possible, listening and speaking, learners should be stimulated to make connection between the vocabulary they are learning and the previous knowledge of vocabulary which they have learned. This enables learners to experiment with words in different contexts.

**Teaching the Contextual Meaning of Words**

Teaching words involves not only teaching the meaning of the words, but also teaching how these words are used, appropriately, in various contexts as they have shades of meaning. Teaching the meanings of words; its denotation, connotation and collocation, is also an important technique for enhancing the process of learning vocabulary. In this regard, it is important to remember that many words have several shades and layers of meanings depending on the context in which they are used. These multiple meanings of words need to be understood in the context of

other words presented in sentences and paragraphs of texts. Therefore, vocabulary is notoriously difficult, if not impossible, to teach because of the multiple meanings of words which make some words complex for teachers to teach and for learners to learn. Learners should know that if some utterances are put into a different context, their meanings get changed. It means that one utterance may have different levels and layers of meanings according to their relation to each other and to the internal or external reality that creates various kinds, shades and layers of meaning which learners should be acquainted with. Wilkins, D. A., (1972), summarizes very concisely what knowing a word means in the following manner, "Learning vocabulary is learning how words relate to external reality and how they relate to one another."

**Lexical-Semantic Relations**

The teacher may depend on the lexical-semantic relations so as to make learners expand and accumulate the stocks of words and vocabulary. The lexical-semantic relations are the building-blocks that enable words to be associated with each other on different levels so as to form a cohesive text. It refers to words that are related in meaning or related to the same field of study. Wilkins, D., (1972), as a pioneer in realizing the importance of the types of semantic relationships existing among words and their connection with teaching and learning vocabulary, points out, ".... acquiring a language means acquiring its semantic structure..." Teaching words in semantic relationship is, particularly, effective since vocabulary development involves not just learning of the meaning of individual words, but also learning the relationships among words, e.g., synonymy, antonym, metonymy, hyponymy, homonymy, polysemy, etc. and how these words are related to, and associated with, each other.

**Functionalizing Words and Vocabulary**

Learners should be effective in learning and recalling the learnt-words and their meaning when they go for writing, reading or practicing other skills. This is possible only through contextualizing and functionalizing the words and vocabulary so as to make them part of the speaking behavior of the learner and his

expressive emotions. Billos, F. L., (1961), says, "If we learn a language as part of behavior, as dependent on as much a part of it as the foam is of the wave, and as inconceivable as the flower is inconceivable without the plant, we can learn words and expressions and work them into our knowledge of the language, without necessarily understanding exactly what they mean." Rosenfield, I., (1988), has gone to the extent of considering the pivotal role played by emotions in learning and recalling the new lexical items. He claims that the new learnt vocabulary can be effortlessly recalled when they are learned by means of linking them to positive and negative emotions; happy and sad events in life.

Functionalizing words and vocabulary by contextualizing them is an important technique in teaching/learning them. It enables learners to know words and increase their ability to employ them in various contexts. According to Michael, J. Wallace, (1982), to "know a word may mean the ability to:

a. Recognize it in its spoken or written form.
b. Relate it to an appropriate object or concept.
c. Use it in the appropriate grammatical form.
d. In speech, pronounce it in a recognizable way.
e. In writing, spell it correctly.
f. Use it at the appropriate level of formality or informality.
g. Be aware of its connotation and associative meaning.
h. Use it with the words it correctly goes with, i.e. in the correct collocation."

Richards, J. C., (2000), cited in Carter, R. and McCarthy, M., (1988), says:

1. Knowing a word means knowing the degree of probability of encountering it and the sorts of words most likely to be found associated with it frequently.
2. Knowing a word means knowing its limitations of the use according to function and situation (temporal, social, geographical, field, mode, etc.).
3. Knowing a word means knowing its syntactic behavior (e.g. transitivity patterns, cases etc.).
4. Knowing a word means knowing its underlying forms and derivations.

5. Knowing a word means knowing its place in a network of associations with other words in the language.
6. Knowing a word means knowing its semantic value.
7. Knowing a word means knowing its different shades of meanings.

**Word Map or Semantic Map**

A word-map or Semantic map could be used to teach/learn vocabulary. A word-map is a graphic display that shows common elements of a dictionary definition, gives learners an added resource in understanding complicated relationships between words and enables them to build upon their prior knowledge, think about terms or concepts in numerous ways and, visually, represent new information. Beck, I. L., et. al, (2002), point out, "Research reveals that to develop students' vocabularies, teachers need to promote in-depth word knowledge…….The word-mapping strategy, or semantic mapping, is one of the most powerful approaches to teaching vocabulary because it engages students in thinking about word relationships…...map that they design or a blank one that is provided by the teacher." According to Kramsch, C. J., (1979), semantic maps are useful in helping learners visualize the associative network of relationships which exist between the new words and those which they already know. Learners can increase their awareness of the frequency of a word by recording what they hear or see within a certain period of time, keeping track of words that seem to collocate with the new word at a noticeably frequent rate, taking notes on the stylistic aspects of the target word and writing a sentence to contextualize and illustrate its use. Learners may refer to the context, their prior knowledge or dictionaries so as to find the elements needed to complete the word map.

**Teaching Aids**

Making use of the tools of teaching aids to teach vocabulary is an important technique as they consolidate the position of words in the memory of the learner. Zebrowska, M., (1975), rightly says, "Learners remember better the material that has been presented by means of visual aids." Wright, A., (1990),

says that teaching aids "are motivating and draw learners' attention." Nation, I. S. P., (1975), says, "a number of basic techniques through which teachers can explain the meanings of new words. Some of these techniques involve the use of pictures from a variety of sources - pictures from computers; photographs; drawings or diagrams on the board; and pictures from books." Pictures are the common teaching aids that teachers depend on in their teaching of vocabulary, particularly, teaching nouns. Pictures are kinds of visual materials that are used to give motivation and produce positive attitudes towards learning vocabulary. They bring not only reality, but also function as a source of fun in the class, bring reality into the class and hence they facilitate learning. They are suitable for any group of learners, irrespective of age or level. Traditionally, they were always used. Harmer, J., (2001), states, "Teachers have always used pictures or graphics – whether drawn, taken from books, newspapers and magazines, or photographs – to facilitate learning." Hill, L. A., (1967), rightly says, "Pictures bring images of reality into the unnatural world of the language classroom." Pictures are highly flexible during presentation and therefore bears several advantages. Wright, A. and Haleem, S., (1996), remark, "Texts and pictures can grow in front of the class…. can be erased, added to or substituted quickly." Some pictures can be drawn by the teacher or the learner so as to use them in teaching vocabulary. The teacher draws a picture on the board and invites learners to guess what he is drawing. This makes them alert and curious and encourages them to anticipate and speculate their opinions. The teacher can employ good drawers from among learners themselves to perform the task of drawing the required picture. Wright, A., (1990), states, "Drawings provide an immediately available source of pictorial material for the activities. Students' and teachers' drawings also have a special quality, which lies in their immediacy and their individuality." Drawings can be used to explain the meanings of things, actions, qualities, and relations. Allen, V. F., (1983) points out, "When someone has drawn a picture of a scene, he knows the meanings of the English words that the teacher will use while talking about parts of his scene. The meanings are in his mind before he is given the English word. (As we have noted, meanings often come before words in

successful learning of vocabulary).” Now, there are some good picture dictionaries and charts available in the market through which words can be taught and learned.

**Word Flashcards**

Word flashcards are a simple and useful in teaching not only vocabulary, but also reading and writing. Wright, A., (1990), points out, “word flashcards are most typically used in teaching reading and writing.” They are a set of pictured paper-cards of different sizes that are flashed one by one in a logical sequence to show the meaning of words and pronounce them. They are valuable in teaching the spelling of newly learnt words and therefore they are good resources to teach vocabulary. They can be self-made or commercially prepared by collecting sets of flashcards from different resources to present, practice and reinforce learners’ vocabulary.

**Pronunciation and Translation**

Vocabulary should be taught by pronouncing it, explaining its meaning in the mother tongue of the learner, presenting it through reading material and then using it in written and spoken contexts. Doff, A., (1989), says that vocabulary can be taught in a direct way by explaining the meanings of the words. The teacher utters the word before the students and, directly, translates its meaning in their mother tongue. In foreign language teaching context, the usual practice of giving meaning of a word in the mother tongue is often desirable. The teacher utters the words, translates, directly, their meanings and then explains the shades of meanings through suitable examples, illustrations, definitions, comparisons and contrasts. Thus, translation is an effective tool for teaching and presenting the meaning of words. It has been a popular technique around the world for many centuries because it is easy for the teacher to use; particularly, in context where English is a foreign language. It has the advantage of being the shortest and the most direct route to the meaning of the word. Carter, R. and McCarthy, M., (1988), aptly comments, “the more opportunities that can be found for formal transfer between foreign and mother-tongue words, the better the chances for retention.” It is, therefore,

an economical way of teaching vocabulary. In the process of translation, teachers do not use the foreign language for communication, rather, they explain the meanings of the foreign words in the mother tongue of the learners. In this regard, word-translation race is a valuable game to develop and expand vocabulary. It is a kind of an enjoyable play that leads to learning and consolidating vocabulary items in the memory of the learners. It is important to remember that producing learning through playing helps a lot in consolidating and strengthening learning. Staines, S., (1990), says, "There is no mystery to learning through play. When children play, they cannot help but learn and develop." In general, translation can also help higher level learners to be conscious of new and unfamiliar vocabulary items. Once the learners have discovered the mother-tongue equivalent for a foreign language word, they can initially practice it by looking at the target language word and remembering the mother-tongue equivalent.

**Simple Verbal or Written Context**

It may not possible to teach abstract words through visual aids. In addition to giving their meaning, directly, in the mother-tongue, the effective teacher can set a simple verbal context which is interesting, vivid and has relevance to the life of the learner in order to explain the meaning of such words. For example, the teacher may explain the meaning of the abstract word 'honest' by creating a simple verbal situation as illustrated in: 'Ali is a man. When he was working in the office, he saw a five-hundred-pound note. He went into the office and gave it to the manager. Thus, Ali is an (honest) many.' It means that the teacher created a simple and short narration so as to give the meaning of the abstract word 'honest.' As we have seen in the above simple narration about 'The Honesty of Ali', learners must be aware of the linguistic context in which the word or phrase appears because words which are taught in isolation are neither remembered nor are they easily retrieved when needed. They must be taught in context. Nilsen, D. L F., (1976), rightly states, "Most people agree that vocabulary ought to be taught in context." Rivers, W. M., (1968), says, "vocabulary cannot be taught directly to students but can be presented, explained, included in all kinds of activities in an indirect way."

She stresses on the contextual and conceptual approaches of vocabulary learning that demands hard-work and greater competency on the part of the syllabus designers and teachers. It requires also intensive practice on the part of the learner. Hence, setting a good and suitable context which is interesting, vivid and has relevance to the lives of the learners helps in, both, engaging the attention of the learners and regenerating the target vocabulary by remembering and retrieving it as well as building the required sentence. Nunan, D., (1991), opines, "….since language is best encountered and learned in context; this has particular implications for practice." In this regard, maintaining the context and making the language surrounding the context easy for comprehension are important factors for learning words effectively and arming learners with strategies for inferring the meaning of the unknown word from context instead of making them memorize long lists of words or looking up unknown words in a dictionary which would make reading process boring. According to Stahl, S. A., (1999), "Students perhaps have to see a word more than once to place it firmly in their long-term memories. …..This does not mean mere repetition or drill of the word, but seeing the word in different and multiple contexts." Learners should be provided with opportunities to encounter words, repeatedly, in more than one context so that they may know how the meaning of words shifts and changes according to their use in different contexts. It is easier and more useful to teach a group of words like orange, banana, guava, lemon and mango together in a context which speaks about 'fruits' than to teach anyone of them in isolation.

**Dictionary Definition**

Definition in the target language may be a useful technique to explain the meaning of a word, though it may not be effective with learners of English as a foreign language. It may be useful with advanced learners only provided that it should be given in easier words than the word itself. For example, the word 'romance' means a play with a happy ending. Conventionally, knowing the meaning of a word, means knowing its definition, but knowing a word's definition is not the same thing as using it in communication or comprehending it in real written or verbal

communication. Stahl, S. A., (2005), states, "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world." Learners can refer to authentic and reliable dictionaries to know the meaning of words. In this regard, dictionaries are important tools in teaching and learning vocabulary. Knight, S., (1994), says, "incidental vocabulary learning from context and two factors that might influence it, access to a dictionary and verbal ability." Teacher should encourage learners to look up the word in a reliable dictionary. Gonzalez, O., (1999), says, "….dictionary work was laborious, but necessary and that … college students need to be taught prudent use of the dictionary." Thus, by depending, initially, on dictionary, learners will pave the way for independent learning. Allen, V. F., (1983), rightly says, "Dictionaries are passport to independence and see them as one of the student-centered learning activities."

**Thesaurus**

Another very useful tool for learning vocabulary is called a 'thesaurus' which is, basically, a book that shows words which have the same meaning or a similar meaning to the word chosen and it often includes opposite words, too. Dictionary provides the meaning of a word, but thesaurus gives a lot of other words that have the similar meaning. Thus, a thesaurus is a source of 'word power.' It teaches the learner many words and enables him to choose the right word for the right situation; in the sense that the learner would be able to look for the word that is most appropriate in a particular context.

**Knowledge of Morphology**

Employing the knowledge of morphology may help to develop and expand learner's vocabulary. The word 'morphology' has been derived from the Greek word 'morphe' which means form and 'ology' means the study of. Morphology is the study of the formation of words. It is not only concerned with the morphemes of words, but also with the word-formation because the expansion of vocabulary depends, chiefly, on word-formation. Knowledge of morphology helps learners to create new words. It shows how

words are broken down into smaller units and how such units are recognized. Morphological analysis involves syntactic knowledge of the multiple levels of cognitive ability and it works, in much the same manner, with manipulating the parts of words to create new meanings or words similar in meanings. Its rules reveal the relations among words, provide the means to form new words and determine how morphemes are combined, together, to form words. Hence, it relates to the segmenting of words into affixes; prefixes and suffixes, and roots or base words and the origins of words.

The process of adding a letter or sound to a root word is called affixation. Affixes are bound morphemes that can be added at the beginning of a root word; prefix, and at the end of a root word; suffix. Prefixes are added to the front of the base whereas suffixes are added to the end of the base. They usually do not change the class of the base, but suffixes usually change it. According to Pyles, Thomas and John, Algeo, (1982), "words produced through affixation constitute 30% to 40% of the total number of new words; compounding yields 28% to 30% of all the new words; words that come from shortening including clipping and acronym, amounting to 8% to 10%, together with 1% to 5% of words born out of blending and other means. So by analyzing the processes of English word-formation, we can infer word-meanings and learn more new English words." Affixation helps learners to know more about the vocabulary and form new words from existing stock of vocabulary. If the learners know how the affixes are added, they will be able understand the process of word-formation and thus increase their vocabulary. According to Nation, I. S. P., (1990), learners can learn unknown words if they recognize the word parts then make use of each part to understand the meaning of the whole. Nattinger, J., (1988), stated that the impact of word parts as follows, "many words built about a particular root are gathered so that the associations among them can be seen. Even though the meanings of these words may be slightly different, clustering them will help students in remembering their general meaning." Direct teaching of the most common affixes; prefixes and suffixes, can help learners expand their vocabulary knowledge. Therefore, teachers should help learners to know the processes of word-formation because by analyzing the features of morphemes, roots, affixes and

the processes of word-formation, learners will be capable of producing large numbers of words. In other words, if learners know more roots and affixes, they will be able to learn more new words and enhance the stock of their English vocabulary. Carlisle, J. F., (2003), comments, "Leaving morphological analysis to be discovered by students on their own means that those who are not inherently linguistically savvy are likely to be left behind their peers in the development of vocabulary, word reading and comprehension, and spelling."

**Conversion**

Conversion also can be used as a technique of expanding learners' vocabulary. It is a technique of word-formation from a formally identical, but categorically different words. It is a word-formation process in which a word of a grammatical form becomes a word of another grammatical form without subjecting it to any changes in spelling or pronunciation. It is the changing of the word class without the addition of any affix. It is also referred to as zero derivation or null derivation. However, linguists argue for a clear distinction between the word-formation processes of derivation and conversion.

**Compounding**

Compounding is the word-formation process in which two or more lexemes come together to form a single new word. It also can expand learners' vocabulary. Compound words may be written as one word or as two words; joined with a hyphen, e.g.

i. noun-noun compound: grand + father → grandfather
ii. adjective-noun compound: green + house → greenhouse
iii. verb-noun compound: washing + machine → washing-machine
iv. noun-verb compound: rain + fall → rainfall
v. verb-verb compound: jump + start → jumpstart
vi. adjective-verb compound: dry + cleaning → dry-cleaning
vii. verb-preposition compound: break + up → breakup
viii. preposition-verb compound: out + run → outrun
ix. adjective-adjective compound: high + priced → high-priced
x. preposition-preposition compound: next + to → next-to

**Clipping**

Clipping is a word-formation process in which a word is reduced or shortened by subtracting one or more syllables from the word without changing its meaning. Clipping drills also can be given to learners in order to expand their vocabulary. The four types of clipping are back-clipping, fore-clipping, middle-clipping and complex-clipping. Back-clipping is removing the end of a word as in exam from examination. Fore-clipping is the process of removing the beginning of a word as in phone from telephone. Middle-clipping is the process of retaining only the middle of a word as in tec from detective. Complex-clipping is the process of removing multiple parts from multiple words as in forex from foreign exchange.

**Blended Words**

Blending words is process in which parts of two or more words are combined together to create a new word of which meaning is often a combination of the original words as in 'biopic' from biography + picture. Here, blending is referred to as portmanteaus. Learners can be given examples of words which are blended together to form new words.

**Vocabulary-Note**

Keeping vocabulary-note books is a traditional way of learning and accumulating vocabulary. Learners can be encouraged to keep vocabulary-notebooks in which they write interesting words they come across in their reading and studies. Allen, V. F., (1983), advocates the use of vocabulary notebooks by learners. Fowle, C., (2002), describes the importance of vocabulary-notebook by saying, "Vocabulary notebooks are frequently advocated as a way for students to take control of their vocabulary learning." Nation, I. S. P., (1975), suggests: "…..six ways of reviewing words that could be applied to words in a vocabulary notebook. Including asking students to break words into their roots and affixes, and having them suggest words which collocate with those written on the blackboard." Vocabulary-note helps even the teacher. McCarthy, M., (1990), notes that teachers can learn much about their learners' progress and problems by reviewing their

notebooks. It helps learner to recycle the new words. Recycling of the new words is a way of learning and enlarging the stock of vocabulary. Learners should recycle words, regularly, by putting them in sentences, etc.

**Collocation**

The term 'collocation' refers to the way in which two or more words are typically used together. The major bulk of the language has some or another kind of relation with each other. Knowing, the relationship of collocation is also essential to develop learners' stock of vocabulary. In this regard, Hill, Jimmie, (2000), says, "It is possible that up to 70 % of everything we say, hear, read or write is to be found in some form of fixed expression." The relationship of collocation according to Carter, R. and McCarthy, M., (1988), is fundamental in the study of vocabulary. Learners can be encouraged to keep notes of the important vocabulary items that have relations with each other and that are expected to work with each other. Firth, J. R., (1957), rightly said, "you know a word by the company it keeps." Most of the definitions are paraphrases of the definition by Firth, J. R., (1957), who says that collocations are "words in habitual company." According to Hill, J. and Lewis, M., (1997), collocations are based on the elements they contain to refer to a meaning. Morgan, Lewis, (2000), argues that increasing learners' collocation competence is the way to expand their language as a whole. He says, "The reason so many students are not making any perceived progress is simply because they have not been trained to notice which words go with which. They may know quite a lot of individual words which they struggle to use, along with their grammatical knowledge, but they lack the ability to use those words in a range of collocations which pack more meaning into what they say or write." Nattinger, J., (1980), points out that collocation, "teaches students expectations about which sorts of words go with which ones. Students will not go about reconstructing the language each time they want to say something." Emphasizing the importance of collocation in enriching learners' the stock of words, Hill, Jimmie, (2000), further argues, "A student with a vocabulary of 2,000 words will only be able to function in a fairly limited way. A different student with 2,000 words, but

collocationally competent with those words, will also be far more communicatively competent." At the beginning of the 1990s, two dominant books appeared; Paul Nation's 'Teaching and Learning Vocabulary', (1990) and John, Sinclair's 'Corpus, Concordance and Collocation', (1991). They stimulated researches into vocabulary and more precisely into collocation.

**Synonyms and Antonyms**

In any language, there are, hardly, two words that convey, precisely, the same meaning. However, those who are thoroughly acquainted with the propriety of the target language, can observe something that distinguishes one word from other words. They can observe words which have the same meaning. Such words are called synonyms. They are the words of similar or same meaning. When used properly, they can develop, reinforce and enrich a learner's vocabulary and provide him alternative words of specific shade of meaning when he needs. They build on words and phrases that learners already know. The learner makes a proper use of a synonym when he selects the word with the right shade of meaning. On the other hand, the meaning of antonym is opposite to that of the synonym. Antonyms are the words which are opposite in meaning. Carter, R., (1987), states that antonym refers to "a notion of semantic opposition or unrelatedness." A learner who is acquainted with antonyms would be capable of understanding different shades of meanings of a word. There are different types of antonyms. Tom, McArthur, (1992), identifies three types of antonyms:

"1) Gradable antonym, which operates on a continuum: (very) big, (very) small. Such pairs often occur in binomial phrases with hot and cold, (search) high and low.

2) Complementary antonym, which express an either/or relationship: dead or alive, male or female.

3) Converse or relational antonym, expressing reciprocity: borrow or lend, buy or sell, wife or husband."

Synonyms and antonyms also can contribute a lot in developing learners' stock of vocabulary and giving him vocabulary varieties to express himself through writing and speaking.

**Parts of Speech**

If learners are acquainted with the parts of speech, they will be able to analyze a lexical set of words and find that words which belong to the same lexical-set are easier to insert into the structure of the language than those words which have been selected from outside the lexical set. The lexical set may be broad and include all of a certain class, e.g., nouns, verbs or adjectives. Other lexical sets may represent narrow categories of the parts of speech. Learners can expand their understanding of vocabulary by contrasting words of a lexical set with, closely, related words in the same set and hence they can develop a deeper understanding of their meaning.

**Homophones and Homonyms**

A 'homonym' and 'homophone' are similar concepts. Homophones are the words pronounced alike, but they have different spellings. Homonym is a more general term which includes, both, homophones and words that are spelled alike, but they have different meanings. A homonym and homophone deal with words that are in some way the same. The difference is that a homonym is a collection of words that are spelled and pronounced in the same way, but they have different meanings whereas a homophone is a group of words that are pronounced in the same way, but they have different meanings. A homonym is the same in name or spelling whereas a homophone is the same in sound. To remember the difference between them, the learner may think of the suffix 'nym', as name, and the suffix 'phone' as sound. Learners should be acquainted with homophones and homonyms. The teacher may clarify them and give learners examples of such words to enrich their stock of vocabulary because they may cause confusion for a reader when he tries to decipher the meaning of a passage, especially, if more than one homonym is present in the same passage.

**Crossword Puzzles**

Crossword puzzles are popular techniques of vocabulary development and expansion. They expose the learner to vocabulary items, entertain him, review and reinforce his

vocabulary knowledge, make him practice useful skills, activate his reasoning and revise his spelling skill. The teacher can create many crossword puzzles by referring to puzzle creation software. Learners also can create their own crossword puzzles in the class or they can make them homework tasks.

**Proverbs and Quotations**

Proverbs and quotations are the gems of wisdom which teach discipline, honesty, respect, self-control, etc. They can play a major role in expanding learners' vocabulary because they contain truth with deep experience, profound thinking, practical knowledge, wise guidance and great wisdom. They provide effective and profound messages and reflect the richness of the intellect which produced them and the refined language that composes them. Through use of refined proverbs, it is easier to express an idea more convincingly, than giving a long speech through common words. If they are well-employed, the language of proverbs can help to enhance and enrich learners' knowledge of vocabulary because they are well-crafted and leave a permanent impact on readers or listeners. The teacher can encourage learners to collect proverbs and quotations and use them in their writing so that to enable learners to remember the words and enrich their vocabulary.

**Idioms**

Idioms are very valuable in learning and expanding vocabulary as they bear figurative meaning which is entirely different from the familiar and usual meanings of the individual words within them. They cannot be, fully, understood by the familiar meanings of the individual words that are contained within them because the meaning of the individual idiom has little or nothing to do with the meanings of the individual words if they are taken individually. They are often used to make expression more expressive, colorful, suggestive and symbolic and this characteristic makes the learner learn those words quickly and remember them whenever he wants to use them. Therefore, learners must be familiar with idioms and enjoy using idiomatic expressions.

**Phrasal Verbs**

Like the meaning of idioms, the meaning of a phrasal verb is also different from the meaning of each word if it is taken individually. They are valuable in developing and expanding the vocabulary of learners. A phrasal verb consists of a verb and a particle; preposition or adverb. Larsen-Freeman, D., (2001), mentions, "knowing the form of a phrasal verb includes knowing whether it is followed by a particle or by a preposition, whether it is transitive or intransitive, whether it is separable or not, and what stress and juncture patterns are used. Knowing the meaning encompasses literal, figurative and multiple meanings. Finally, knowing the use covers understanding the fact that phrasal verbs are part of informal discourse." There are two main types of phrasal verbs: transitive and intransitive. The teacher should employ them to expand learners' vocabulary and make them aware of the structure of those phrasal verbs and their role in making meaning.

**Role-Play and Dialogue**

Role-play and dialogue exercises are useful in teaching vocabulary. They enable learners to learn words, retrieve them and expand the stock of their vocabulary. They create a real-life situation in the classroom and engage learners' senses and enrich their linguistic potentiality. The language of role play may contain all words which are required to be learned. Therefore, it is very useful in vocabulary-development. Blachowicz, C. L. Z. and Fisher, P., (2000), rightly suggest, "Teachers can introduce some of the words which provide both definitional and contextual information about the words to be learned by making up a dialogue for students so that students can understand a further meaning and usage of the words."

**Songs**

Songs can make learners learn a lot of new vocabulary because they attract young learners' attention. They may be based around a theme that can provide the context for learning vocabulary and opportunity for practicing it, too. Murphey, T., (1992), rightly points out: "Songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to

mention their reflectivity of mother tongue culture." However, for pedagogical purposes, the song must contain the target vocabulary. In this regard, using learners' favorite songs that include the target vocabulary or fabricate verses that include the required vocabulary can create valuable opportunities for learning, reinforcing, storing and recalling the vocabulary items.

**Vocabulary Games**

Generally, games have many functions. According to Uberman, A., (1998), "Games encourage, entertain, teach and promote fluency." As far as the effect of games on learners is concerned, Moon, J., (2000), argue that games "appeal to their sense of fun and arouse their interest….games give them a real purpose for using language and provide opportunities for them to use language more freely." Huang, F., (1996), reflects, "learning through games could encourage the operation of certain psychological and intellectual factors which could facilitate communication heightened self-esteem, motivation and spontaneity, reinforcing learning, improving intonation and building confidence." As far as vocabulary learning is concerned, vocabulary games have a great educational value in developing vocabulary. Rixon, S., (1992), says games help learners revise vocabulary and recalling something that happened in a game may help a student remember the language connected with it. There are many online games which can be used effectively to learn vocabulary. Moreover, many games are described in a detailed manner by Chapman, L. R. H., (1965), Morgan, J. and Mario, R., (1987), etc. With the use of games, the teacher can create various contexts in which learners have to use the vocabulary items and revise what they have learned in the past.

**Guessing Games**

Guessing games are valuable in developing and expanding learners' vocabulary. Teachers can use guessing games technique to teach vocabulary. According to Morris, G. S. Don, (1976), the values of guessing game are as follows:

1. The games promote physical growth and development.
2. The games promote the socialization process.

3. The games are fun for the students like to play them.
4. The games make students enjoyable in learning.
5. The games develop emotional understanding between one student to another.
6. The games provide language practice in various skills, such as: speaking, writing, reading, and listening.

Allen, V. F., (1993), points out, "guessing games, for example, create conditions in which the use of the target language is necessary for leading players to the correct guess." Thus, there is an ample interaction with the target word when guessing games are used in developing learners' vocabulary.

**Spelling-Power Race**

Spelling-power race is a valuable learning game that can be employed to develop and expand learners' stock of vocabulary because spelling always challenges the learners' ability to remember and summon words when required and therefore spelling games are valuable in making learners accumulate vocabulary. They create a kind of cooperative learning activity in the class.

**Tongue Twisters**

Tongue twisters are a valuable practice in the process of developing and expanding vocabulary, but they should be practiced with correct pronunciation. Many tongue-twisters contain similar sounding words/phrases with different meanings. The teacher can employ them to develop and expand learners' vocabulary.

**Internet and Web-Based Exercises**

A working-knowledge of vocabulary cannot be achieved without employing modern tools such as internet and web-based exercises as both revolutionized language learning/teaching practices and opened new windows for adopting various activities that develop and expand vocabulary. Internet exercises provide learners with purposeful reading and writing that enable them to learn more words, develop their vocabulary, come across new words and construct the meaning of words through

various activities and exercises to increase the application of words in context. They serve as a medium that enable learners to, actively, contribute to their vocabulary development, encourage learners to access to vast resources such as the online dictionaries, locate and access authentic materials that develop and consolidate their stock of vocabulary. If learners are trained how to use these modern resources, they can employ them effectively, become more independent in the process of developing vocabulary and share their word-lists with classmates.

**Language-Lab and ICT**

Language-lab along with Information and Communications Technology (ICT) occupy the most prominent place among the technological aids in language teaching in general and vocabulary development in particular. They have the capability to control vocabulary presentation, increase their variety and creativity and provide feedback on learning vocabulary. They enhance learners' vocabulary-stock by offering interactive learning environments and providing them opportunities to develop their vocabulary. Being part of modern technology, they make the process of teaching/learning activities more interesting and effective. According to Dudenney, D., (2000), "the use of technology as a tool to develop the different language skills has received great attention, so that teachers are frequently exposed to new materials." They are valuable tools not only for learners, but also for teachers as they improve teaching and learning vocabulary and explore and examine the efficiency of many methods of teaching vocabulary.

**Computer-Assisted Language Learning**

CALL or 'Computer-Assisted Language Learning' is used widely in teaching/learning languages in general and expanding vocabulary in particular. It is defined by Davies, G., (2010), as: "an approach to language teaching and learning in which computer technology is used as an aid to the presentation, reinforcement, and assessment of material to be learned, usually including a sustainable interactive element." The actual use of CALL began in the 1960s. Since then, the advances in CALL

software have made great changes in teaching practices. Among many activities, it provides tests of vocabulary knowledge of the learner and helps teachers to shift their emphasis from teacher-centered or book-centered instruction to learners-centered or classroom-based instruction.

**Audio Tools**

Audio tools are useful in improving the learners' vocabulary through exposure to listening. The teaching of vocabulary can be enriched with the use of aid of audio materials. For example, a collection of interesting fiction and non-fiction audio-books are found in the internet. They are a valuable source for exposing learners to rich vocabulary items. The teacher can also employ recordings of expert speakers to improve and expand learners' vocabulary.

**Lexical Meaning**

The meaning of a word as defined in dictionary is called a lexical meaning. As learners advance in learning the language, they should be acquainted with such details of meaning. For example, 'The generous man helped the orphan boy' tells us that 'man' and 'boy' are human beings. The first word is a subject and the second word is an object. The words 'generous' and 'orphan' indicate the qualities and they do not talk about who performed the action. They are adjectives. It is the verb 'helped' which shows who performed the action. Such details enrich learners' stock of vocabulary.

**Syntactical Meaning**

Syntactical meaning is conveyed by a particular word-order in a sentence. As learners advance in learning the language, they should be acquainted with such details. For example, in the active sentence, 'The generous man helped the orphan boy', 'The generous man' comes before the verb 'helped', hence, it is 'the generous man' who performed the action and not 'the boy.' This meaning also reveals the fact that the doer of the action in the above sentence is 'the generous man' and the recipient of the action is 'the

boy' as the action fell upon 'the boy.' Such details enrich and expand learners' stock of vocabulary.

**Morphological Meaning**

Morphological meaning is the meaning which is conveyed by the change in the form of the word. This meaning is, generally, determined on the basis of the morphological structure of the word which must be analyzed. As learners advance in learning the language, they should be acquainted with such details. For example, 'The generous man helped the orphan boy', the noun 'man', which is singular in form, indicates that there is only one man. In the word 'helped', the suffix '-ed' shows that the action took place in the past. If the word 'helped' is changed to 'is helping' or 'will help' the meaning gets changed on time or tense level. Such details develop and expand learners' stock of vocabulary.

**Intonational Meaning**

The intonational meaning is conveyed by the way it is spoken. A single sentence may acquire a different meaning if it is uttered with rising tone or falling tone. The falling intonation indicates a normal statement, but rising intonation changes to a question that expresses surprise. As learners advance in learning the language, they may be acquainted with such details. For example: (i) Ali teaches students. (Falling tone) ii) Ali teaches students? (Rising tone).

**Pragmatic Meaning**

At the pragmatic level, the learner must understand the utterance and the context in which it is used because contexts influence utterances and influence their meaning. As learners advance in learning the language, they must be acquainted with such details. The famous example 'I am here now' acquires different meanings according to the context in which it is uttered. If the utterance is made by a father who has just returned from duty, it may be a kind of warning to the children who are playing in a noisy manner. If the same person goes to rescue a friend who is being cornered by enemies and utters it, it may be a sign of moral support for his cornered friend. If the same person, being of a higher

authority, enters the meeting-hall where a meeting will be held, it may be a green light to commence the meeting. Thus, it is clear that the meaning of 'I am here now' changes according to the context in which it is uttered. It means that the context has the capacity to determine the meaning of a single utterance and change it accordingly. Such details make learners capable of deciphering the right meaning of sentences and expand their stock of vocabulary.

**Cultural Meaning**

The dictionary-meaning of words does not always help us understand the exact meaning of a word. Some words carry cultural, historical, mythical or Quranic references of a particular age or the life-experience of a specific person or society. Such words need careful examination of their meaning taking into consideration the religious or cultural context of the utterance they form. In order to be able to learn, understand and use, properly and correctly, a new item of vocabulary in a given language, it is not enough to learn just the form of a new word and its denotation. The learner must be familiar with the word connotations, grammar, formation and collocation and the right way of using it and the appropriateness of its use.

Finally, it is important to remember that vocabulary, as an aspect of language, is different from phonology and syntax because it is more open-ended than phonology and syntax. In the process of language development, phonological and syntactic aspects of language almost cease after a certain period whereas the process of vocabulary development continues. It is a lifelong process that never ceases. That is why Kamil, S. and Hiebert, E. H., (2005), rightly assert, "Vocabulary is not a developmental skill nor one that can ever be seen as fully mastered. The expansion and elaboration of vocabulary are something that extends across a lifetime." Even after completion of formal education everyone is supposed to continue accumulating different types of vocabulary items.

# Types of Vocabulary

Whatever approach, method or technique used in teaching vocabulary or making the learner capable of accumulating vocabulary, the accumulated vocabulary would not remain the same within the learner. It would be subject of changing on the basis of the classification which makes some words get more engrained in the memory of the learner than other words. This change in the position of the vocabulary and its function made scholar classify it into different types and give a different name to each type. It is necessary to understand, in detail, the nature and function of each type of vocabulary. According to Morris, I., (1969), "In evaluating words it is essential to classify them first according to their main function and the nature of the concept they evoke." It means that understanding vocabulary is different from using vocabulary. Frisby, A. W., (1957), states, "There is the vocabulary that we use and the vocabulary that we understand, or to put it another way, the active vocabulary and passive vocabulary, the productive and receptive." Writing vocabulary is the words which a person remembers and uses or should be able to remember and use while writing. Reading vocabulary is the words one should understand while reading. Speaking vocabulary is more informal and more active than the reading vocabulary. It is informal in the sense that it includes many words that are not, frequently, written or found in reading-materials. They are mostly non-academic because the vocabulary items that are acquired informally and that do not cause any difficulty in learning are called non-academic vocabulary whereas the vocabulary items that are formal, used more in writing than in speaking and are associated with sciences, humanities and other areas of formal learning are called academic vocabulary. Listening or speaking vocabulary is learned somewhat naturally, but reading and writing vocabulary is the one which is learnt through more formal means of learning. Production vocabulary includes words which are, easily, identified and recollected either in spoken or written language.

French, F. G., in T. C. Baruah's book titled, 'The English Teacher's Handbook', has made a useful classification of the words

in relation to the users of the language. The classification is based on the frequency of vocabulary. He divided the words into three groups. They are as follows:

a) Friends

It is the small number of words that a learner knows, intimately, and can use, effectively, whenever he needs to express himself because they are as close as a good friend.

b) Acquaintances

The relatively large number of words that a learner understands, but he does not, normally, use, are called as 'acquaintances' of the user.

c) Strangers

A vast number of remaining words in the language that the learner does not know are called as 'strangers.'

The first group i.e., 'Friends' are the 'active vocabulary' of the learner. 'Acquaintances' are the 'passive vocabulary' of the learner. In order to develop learner's stock of vocabulary, the teacher works to convert 'stranger' into 'acquaintance' and 'acquaintance' into 'friends' of the learner through extensive and intensive reading and interesting writing exercises.

**Active and Passive Vocabulary**

Vocabulary is classified also into active and passive. The word or group of words which are, frequently, used in speaking and writing; 'friends', are also called as 'active vocabulary', 'production vocabulary' and 'working vocabulary.' They refer to all the words which are used in speech or writing. They are learned, intensively, with respect to form, meaning and usage in such a way that the users use them in listening, speaking, reading and writing. They may differ from one person to another, in the sense that the active vocabulary of a doctor is different from the active vocabulary of an engineer.

In contrast, passive vocabulary; 'Acquaintances', is the one that is understood by the learner in a spoken or written context, but he cannot reproduce them when he speaks or writes. Passive vocabulary refers to all the words recognized and understood while listening or reading, but not necessarily used in speaking or writing. That is why it is also called 'recognition' or 'comprehension'

vocabulary. In other words, the vocabulary that can be understood in the context, but not frequently used in speech and writing is called as 'passive vocabulary'; 'recognition vocabulary' or 'comprehension vocabulary.'

Recognition vocabulary is defined as that which is recognized or identified in listening or reading responses, but they are not at the disposal of the instant memory, therefore, they are not used in speaking and writing. Such words may exist in the subconscious mind of the learner. The learner recognizes them when he comes across them in print or when listening to someone utters them. They are seldom used in the active sense; speech or writing, but in the passive sense; listening and reading, they are recognized. The quantum of passive vocabulary of a person is usually high, compared to the amount of the active vocabulary. The active vocabulary of one person may be the passive vocabulary of another person. Passive vocabulary may shift to the area of the active vocabulary if sufficient exposure is provided.

**Receptive vs. Productive Vocabulary**

Literature has numerous definitions of 'receptive' and 'productive' vocabulary knowledge. Webb, S., (2008), points out that receptive vocabulary knowledge is the ability to recognize the form of a word and to define or find a synonym for it while productive vocabulary knowledge is the ability to recall the form and meaning of a language word in a foreign language. Melka, F., (1997), says, "Another issue to consider is which vocabulary we want students to be able to use when they speak and write (their active or productive vocabulary) and which we want learners to be able to recognize and understand but not necessarily produce (their passive or receptive vocabulary." The concept of recall vocabulary serves pedagogical purposes in which learners may listen to a text and then they may be asked to write it from memory and use the target-words in writing. This technique will help to shift receptive words to the area of the productive words. This concept is further handled and developed by Laufer, B., (1997), who says, "receptive knowledge is retrieval of the word form and productive knowledge is retrieval of the word meaning." The common feature of these definitions of receptive vocabulary knowledge is the ability of the

learner to recognize the form and retrieve or recognize them the meaning through listening and reading. Thus, receptive vocabulary refers to that type of vocabulary which enables the person to understand it when it is heard or read whereas productive vocabulary refers to that type of vocabulary which enables the person to produce a word when one writes or speaks. It refers to the ability to understand a word when it is heard or seen whereas productive vocabulary refers to the ability of a person to produce a word when he writes or speaks. It enables the person to recognize the meaning while receiving language input either in listening or reading whereas productive vocabulary enables the person to summon the words that carry the idea and produce language output either in speaking or writing.

There is a general agreement among psycholinguists that receptive vocabulary is larger than productive vocabulary. The main feature of productive vocabulary is the ability of the person to produce and use it whenever he wants. Acquiring productive control over vocabulary is, usually, a gradual process. When the learner is exposed to variety of contexts and situations, he automatically adds words to his stock of vocabulary. He enriches the stock of productive vocabulary by getting exposed to extensive and intensive reading and practicing interesting writing activities because vocabulary increases with the use through reading and writing. In this way, the learner can convert receptive vocabulary into productive vocabulary via the repetitive use of words.

Vocabulary knowledge is a range on which a word grows from receptive to productive status. It is generally believed that words are known receptively first and then only after deliberate learning and repetition, they turn into productive words. Productive vocabulary helps learners in translation, too. The process of translation itself makes us ware of the nature and function of vocabulary which we possess. Waring, R., (1997), considers the ability to provide a specific first language (L1) translation of the second language (L2) word as the receptive knowledge whereas the ability to provide a specific L2 equivalent for an L1 word as the productive knowledge.

West, M., (1953), considered language structure as the major criterion to classify words, broadly, into two major

categories; form words and content words, with some sub-categories under each major category. They are as follows:

A. Form words

(i) Essential words

(ii) General words

B. Content words

(i) Common words

(ii) Specific words

Form-words are the words which a person speaks with and that make up the structure of the language. Therefore, they are used in any discourse on any subject. Essential words are few in number. According to M. West, the essential words are about 150 in number. They include pronouns, conjunctions, etc. They act as part of the whole structure of the language that enables the language to function. The general words are also structural in function, but they are more refined and more limited in meaning and usage. Content words are those words which the speakers use to talk about objects, events, etc. They constitute the substance of speakers talk whereas common words are words connected with things that are a part of the life of all people. Specific words are those words that are peculiar to one group of speakers. It is necessary to concentrate more on content-words than on form-words and therefore, teachers must introduce the content words first and then, gradually, form-words may be introduced. This is because content words have distinct characteristics. The important characteristics of content words that are identified by West are as follows:

1. Most of them are simple in structure and have only one or a few related meanings.
2. They are innumerable.
3. They are unpredictable.

Moreover, the English words has been classified, by Tickoo, M. L., (2003), into two broad categories. According to him, while teaching vocabulary, it is necessary to know that words have two different categories. They are:

1. Structural words: They are also called as function words or grammar words. They are limited in number and possess closed category, e.g., conjunctions, prepositions, articles and determiners.

2. Content words: They are also known as 'full words' as they can have a meaning if they are used in isolation. They form an open-class which includes words whose membership keeps changing. They are the nouns, verbs, adjectives and adverbs. They stand for things, actions and qualities. This division of the words is based on the function of the words and the meaning of the words. They are unlimited in number and they have stable and practical meaning. They can be grouped as: actions (sit, eat, drink), things (car, book), qualities (clever, rich), etc.

Morris, I., (1969), suggests that content words can be further classified into two categories-concrete words (boy) and abstract words (love). According to him, form-words are 'words we talk with' and full words are 'words we talk about.' The concrete vocabulary represents the concrete entity; it is the entity that can be, physically, perceived through the sense either in the form of objects or in the form of events. In turn, vocabulary items which represent the entities like love, honesty and fear can be called abstract vocabulary because the entities represented by these vocabulary items cannot be, physically, perceived, but they are mentally imagined and then perceived. In other words, they are only psychological realities and not physical entities. There is a difference also between the concrete and abstract vocabulary items in terms of their realization in context. For example, the word 'car' has a uniform realization of its shape in the speaker's mind whereas the mental image that the words 'love', 'honesty', etc. evoke is different in the mind of different speakers of the same language. On the basis of the above discussion, learners should know the following types of words:

**Function Words**

The word-forms of English are the 'Structural words' or 'Form words' which mean words that are used to express a real relationship of grammatical structures. They are also called 'functional words' or 'form words.' There are also function words. They are the words which are used to express a relationship of grammatical structures. They are limited in number and have no meaning in isolation, but they play a very important role in the construction of sentences; getting meaning when they are used to establish grammatical relationship. They constitute articles (a, an,

the), auxiliaries (may, will), prepositions (at, to), conjunctions (and, but), interrogative (who, which), pronoun (I, everyone), demonstratives (this, these), etc. Read, J., (2000), says, "Words of this kind; articles, prepositions, pronouns, conjunctions, auxiliaries, etc. are often referred to as function words and are seen as belonging more to the grammar of the language than to its vocabulary."

**Content Words**

Content words are the basic vocabulary and considered to be the basic vocabulary of the language; the core of the total vocabulary of a language. They have important educational value. They include the most frequent words that are, daily, used in listening, speaking, reading and writing. They exclude also all other vocabulary items that are not found in everyday language activity. If the ability to carry out every day conversation is a goal, then, learners require to learn and master the basic vocabulary recommended by Nation, P. and Waring, R., (1997), who said, "...Frequent 2000 words would seem a realistic initial goal, as it would provide about 96 percent coverage of spoken coverage." It means that that if a learner is taught the basic vocabulary and the rules of manipulating these vocabulary items in appropriate contexts, then the learner would be capable of operating the language with a much wider vocabulary range that enables him to communicate effectively.

There are also some other classifications of vocabulary. For example, cognate vocabulary is the vocabulary of two or more languages which are genetically related to each other. When the learners' mother-tongue and the target language belong to the same language family, the existence of cognates arises and in such a learning context, less effort is required to learn the vocabulary of the target language. When languages come in contact with each other, they share some vocabulary items. Sometimes, languages, even if they are not genetically related to each other, may have, for many reasons, vocabulary items common to each other. They become common vocabulary.

There is also technical vocabulary which is a special vocabulary that is, generally, within the group of learned-

vocabulary. It forms a major constituent of a topic or a subject. In most of the languages, technical vocabulary is 'coined' along with the appearance of the technical inventions. It is not learned in isolation, but through formal learning. It is used by specific groups of specialized and professional people for specific and professional purposes. It means that this category of vocabulary remains a part of the academic and professional domains of the speakers of the language. According to Meyer, M., (1991), the academic vocabulary of texts allows the writer to generalize over complex state of affairs, and to repeat and evaluate linguistic acts and scientific activities. Nation, I. S. P., (2001), mentioned that academic vocabulary is largely of Latin and Greek origin. He explained the importance of phonemic analysis which helps learners to acquire academic vocabulary.

Martin, A., (1976), divided technical vocabulary into:

1) The vocabulary of the research process,
2) The vocabulary of analysis, and
3) The vocabulary of evaluation.

There is also sub-technical vocabulary. Cowan, J. R., (1974), explained sub-technical vocabulary as 'context independent words' with high frequency across other disciplines. All are, basically, academic vocabulary which are used in the field of academic studies.

There is also the vocabulary of a dialect, archaic vocabulary and graded vocabulary. The vocabulary of a dialect is identified with a particular socio-economic group of people or identified with the speakers in a particular geographic region, but it is absent in the standard language. Such a vocabulary is, usually, found in the regional literature. The archaic vocabulary are the vocabulary items that fall out of use from the current spoken and written language due to linguistic and non-linguistic reasons, but they are found in old written and also folk-literature. Graded vocabulary is that type of vocabulary which is selected, graded and presented in such a way that suits a particular age or school-grade. Therefore, it has great pedagogical implications and benefits.

# Vocabulary Selection, Gradation and Presentation

Whatever may be the vocabulary type, when it comes to its use in education, it has to be selected, graded and presented carefully. It is well-known that English is a rich language which possesses a large number of words. However, words which are listed in dictionaries are not all required by the learners because even the editor of a dictionary does not know all the words of the dictionary he is editing. In the context where English is a foreign language, the learner does not need to master all the words of a dictionary as it is neither possible nor necessary to remember all of them, but it is possible to be familiar with those which are frequently used and therefore the learner should be familiar with them in order to build up an expressive language. Gattegno, C., (1972), sees vocabulary as the central dimension of language learning and selection of suitable vocabulary is crucial. Hence, it is inevitable to select, grade and present the most essential and frequent words from the deep ocean of words in order to use them in reading, writing, listening and speaking.

English language has a vast ocean of about 2880 words which are used while speaking and writing and about 10,000 words which are needed for reading. Learners of English as a foreign language need to know about 3,000 words and here comes the importance of vocabulary selection, grading and presentation. In a pioneering effort to prepare a word list, Thorndike, E. L., (1921), published a list of vocabulary in 1921. By counting the occurrence of words in four and a half million running words, he made out the frequency of the commonest 5000 words. In the latest editions of Thorndike's book, the list has been extended to 30,000 words which have been selected from 5,000,000 words from that have been found in 200 sources. The list was compiled to meet the needs of the American children learning to read. In 1926, Horn, E. H. produced 10,000 words based on a straight frequency count of personal and business letters. Faucett, L. and Maki. I., in 1932, published a frequency list titled 'A study of English Word Values', on the basis of Thorndike's list, but with a new credit number for

each word which is determined not only by its frequency, but also by its range and usefulness. The authoritative word-list that has been prepared by Faucett, L., Palmer, H., West, M. and Thorndike, E. L., in collaboration, in the year 1934, was known as the 'Interim Report on Vocabulary Selection.' By the compilation titled, 'A General Service List of English Words' by Michael, West, in 1936, and in its revised form in, 1953, various meanings and uses of the selected words have been arranged in the light of the semantic count and the figures of the semantic count have also been added to the list to indicate their relative importance. Michael, West, is entirely responsible for the revised list of (1953). Nation, I. S. P., (2001), found that the 2000 most frequent words of English language cover approximately 85 percent of the words that appear in general English texts and that the top 5000 most frequent words cover approximately 95 percent of all such texts. The major part of the vocabulary suggested by the English Review Committee of U. G. C., (1965), in India may be suitable for every teaching/learning situation where English is taught as a foreign language. The English Review Committee of U. G. C., (1965), in India says, "A selected vocabulary of 2,500 to 3,000 words should be the main aim during the school period." Other similar situations may also prepare their selections according to acceptable parameters and make use of them in education.

**Selection of Vocabulary**

When it comes to the process of selection, teachers play an important role in the process of preparing vocabulary according to the learners' needs. They may adopt various methods of vocabulary-preparation. Blachowicz, C. L. Z., et. al, (2006), say, "there are several methods that a teacher can apply to choose words that are appropriate for study by his or her class as selecting words that are important to what is being read, and choosing words based on the ability to use this word or word parts to learn other words." Initially, the teacher may prepare vocabulary from concrete things around the learners. For example, words such as 'door', 'window', 'desk', etc., were taught at the initial stage of learning English language whereas words like 'honesty', 'beauty', etc., which are abstract and are more difficult to explain, were taught at a later

stage because they are abstract and can't be 'physically represented' in the class.

Methodologists and linguists recommend that teachers may select the words to be taught on the basis of how normally or frequently they are used by the speakers of the language in day-to-day life. However, it is important to remember that frequency of a word alone is not enough when teachers opt to select and prepare a word list for learners of a language, because in foreign language learning context, frequency does not count if it is linked to speaking and hence it has to be linked with reading and writing. Therefore, in preparing a word list for learners of the foreign language, the teacher needs to give consideration to the extent of the frequency of those words in written material which the learner would encounter or need when he writes.

The process of selecting and learning vocabulary can be made easier and more interesting if the teacher follows certain principle and prepare a vocabulary material putting into consideration the type of the course, the age of the learner and the standard to which they should be taught so as to make the teaching of vocabulary controlled and the learners also come out with a tangible benefit from such an effort. Bright, J. A. and McGregor, G. P., (1970), were right when they said, "The need to make textbooks accessible and teaching comprehensible to pupils is the justification for vocabulary selection and control." There are certain principles in the process of the selection of vocabulary. They are as follows:

***Principle of Frequency***

Before selecting a word that would be included in the course of vocabulary, it is important to take into consideration the frequency of occurrence of such a word. Words that occur in greater frequency get qualified for selection and inclusion into the vocabulary-course. In foreign language teaching/learning situation, word frequency of the word is derived by counting, systematically, the number of times the word appears in a representative body of literature or the course of study. Generally, certain word-frequency lists have been prepared on the basis of word counts which classify words on the basis of a classification that distinguishes between words which are most often used and words which are rarely used.

As far as selection on the basis of frequency is concerned Faucett, L. and Maki, I., (1932), have classified words as follows: (a) indispensable words, (b) essential words, (c) useful words, and (d) special words. Nation, I. S. P., (1990), says, "We can get information about which words will be most useful for learners of English by looking at frequency counts of vocabulary. Usually, a vocabulary count is done by making a list of the words in a particular text or group of texts and counting how often and where they occur." Flowerdew, J., and Peacock, M., (2001), say that vocabulary in ESL and EFL can be divided into four groups. They are as follows:

i -High Frequency Words - High frequency words are: An essential basis for language use. These are the most frequent 2000 words of English. West, M., (1953), called these words a 'general service' vocabulary because they serve almost all purposes of basic communication. Nation, I. S. P., (2001), says that the vocabulary typically covers around 80 percent of running words of academic texts and newspapers and around 90 percent of conversation and novels. It includes virtually all function words of English; around 176 word-families, but the majority of high frequency words are content words.

ii - Academic vocabulary: They are the words that are common in various types of academic texts. Different language-experts term academic vocabulary in different ways. According to Cowan, J. R., (1974), Yang, H., (1986), and Anderson, R. J., (1985), it is "sub-technical vocabulary." For Farrell, P., (1990), it is "semi technical vocabulary." According to Cohen, A., et. al, (1979), it is "specialised non-technical lexis." Higgins, J. J., (1966), considers them, as "frame words" and for Martin, A., (1976), and Coxhead, A., (1998), it is "academic vocabulary."

iii -Technical vocabulary: Technical word, according to Flowerdew, J., and Peacock, M., (2001), is one that is recognizably specific to a particular topic, field or discipline. It always appears in context of specific discipline whereas they are very rare in general English communication.

iv - Low Frequency Vocabulary: It includes the words which we very rarely use in our daily communication.

***Principle of Utility***

A criterion for vocabulary selection is the utility of the lexical items which is chosen. Words which are useful and suit the mental level of the learner should be selected first whereas the words which are not useful and do not suit the mental level of the learner should be taught later. It means that words should be useful for the immediate and future references. In this regard, factors such as age, educational background and field of interest of the learners should be taken into consideration in selecting words. For example, the words such as 'happy', 'sad' and 'walk' should be taught earlier than the words such as 'characteristics' and 'personality' because the former set of words helps the learner to possess immediately required skills in the language and express himself, precisely, whereas the learner may meet the latter set of words as he advances to a higher level in the process of learning the target language. Nation, I. S. P., (1990), correctly points out, "Vocabulary work can be directed toward useful words and can give learners practice in useful skills." In this regard, Harmer, J. (2001), states, "the words covering more things are likely to be taught before words with only one specific meaning."

***Principle of Universality***

Common words should be given priority in selecting vocabulary for the purpose of teaching as they denote universal concepts. It means that words which are selected should not be odd words, but familiar words. They must be common words that are used in almost all walks of life. For example, the word 'peace' has a universal significance whereas the word 'Qurrasa' does not a have universal significance as it refers to a 'thick bread' made of wheat flour in Sudan. Hence, it is used in Sudanese context only and it does not have any universal significance.

***Principle of the Structural Value of Words***

As it is mentioned earlier, words are of two kinds; namely, structural words and content words. The words we speak with, possess very high validity as they help us to build up sentences irrespective of the subject. Words such as 'is, was, will, shall, with, be, and, are, which, any, all, half, together, etc.' have

structural value. For example: The car was repaired by the mechanic with the help of tools. The use of the underlined structural words is imperative because without these structural words, no correct language can be produced. Thus, the structural words, as grammatical tools, connect the content words. Therefore, they should be given preference in selection and they should be recycled in the process of learning.

***Principle of Applicability***

The selection of words should be done according to their applicability to a variety of fields, subjects and situations. This means that the word is more valuable if its meaning covers more things than if it only has one specific meaning. The word which occurs in a number of situations should be selected first for teaching/learning purposes. For example, the word 'teacher' has a wider range of applicability than a word like instructor, tutor, lecturer, professor, etc. Therefore, the word 'teacher' should be learned first by the learner before learning words like instructor, tutor, lecturer, professor, etc. The adjective 'good' enjoys a wide range of applicability than the adjective 'nice.' Therefore, it should be introduced as early as possible in the course of teaching/learning.

***Principle of Productivity***

Another aspect to consider in the selection of vocabulary items, is the productivity of the word which puts the foundation or the power of word-building. If the word produces more words by adding prefixes and suffixes, it should be given priority in teaching because the productivity of word expresses itself through suffixes and suffixes. For example, from the words 'care' and 'happy' many words can be formed by adding a suffix or a prefix.

***Principle of Word Association***

Words always become concrete and meaningful if they are associated with what is around the learner. Association leads to simultaneous grasping of many words which occur in the process

of teaching/learning. Those words which can, easily, be associated with things around the learners should be selected and taught first.

## Gradation of Vocabulary

After the selection of vocabulary comes the process of gradation of vocabulary which is an important principle in the design of language teaching/learning courses. Gradation means placing vocabulary items in the order that makes them teachable. Palmer, H. E., (1965), states that gradation means passing from known to the unknown, by easy steps, each of which serves as a preparation for the next. It means that there would be a significant difference between the words that are taught in the lower classes and those which are taught in the higher classes.

The proper way of grading vocabulary items is to move from simple to complex words and from known to unknown words. The process of vocabulary learning becomes smooth if is taught on the basis of (a) its usefulness, (b) its structural value (c) its teachability and (d) its simplicity. They are the principles of vocabulary gradation. They may be discussed as follows:

### *Usefulness or Immediate Utility*

Not all words have the same utility and usefulness. Some of them are more useful for the learners than the others. For example, the word ‘come’ should be taught before words like ‘depart.’ In the same way, words like ‘talk’ should be taught before teaching words like ‘communicate.’ Palmer, H. E., (1965), says, “The vocabulary in a well graded language course will be arranged in a such a manner that the more useful words will be learnt before the less useful... in the ideally graded course the student first assimilate a relatively small but exceedingly important vocabulary.” Thus, the words which have immediate utility should be taught first whereas the words that are, rarely, used should be taught later. For example, the noun ‘pencil’ is more useful for the young learners than the noun ‘pen’ as they use pencil in writing. The verb ‘sit’ is more useful than the verb ‘think.’ Similarly, the adjective ‘quite’ is more useful than the adjective ‘vicious.’

***Structural Value***

Gradation is essential even in case of structural words. It should be done on the basis of the level of the learners' age and their ability. The words that have immediate structural value must be taught first and others which do not have immediate structural value should be taught at a later stage. For example, the pronouns should be taught earlier than prepositions and among the pronouns, 'I', 'my' and 'me' should come earlier than the pronouns 'he', 'his' and 'she', 'her'. The prepositions 'in', 'on', 'at', etc. are easier to teach than the prepositions 'over', 'under', 'above', etc.

***Simplicity***

There are some words which are simpler than others in terms of spelling, pronunciation and meaning. The words which have fewer syllables are easy to pronounce. Therefore, the simpler words with simpler spelling and simpler pronunciation should be taught first. If we examine the word such as 'quite' and 'calm', the word 'quite' should be taught before the word 'calm', the word 'big' should be taught before the word 'huge' and the word 'simple' should be taught before the word 'trivial.'

***Teachability***

Words that are easier to teach must be taught first. For example, concrete words which are easier to teach should be taught in the beginning whereas the abstract words which are difficult to explain should be taught at a later stage. Words like 'class, 'door and 'window' are easier to teach as they represent actual objects around the learner that can be shown easily in the classroom, but it is difficult to show abstract words such as honesty, surprise, love, etc. In this regard, familiarity of the learner with the objects, animals, etc. is an important issue that gives priority to the name of that object, animal, etc. to be taught before teaching the unfamiliar objects. For example, in an Arabic speaking society, the word 'camel', 'goat', are more familiar to the learner and can be more easily taught and understood than the word 'kangaroo' or 'penguin.'

# Vocabulary Knowledge: Major Issues and Measures

Lack of sufficient stock of vocabulary is one of the main factors that hamper learner's progress in learning English as a foreign language. It is the natural result of the absence of authentic material during the school stage. Therefore, students entering different faculties at the university level do not possess enough skill in comprehending lectures nor can they cope with the demands of their academic studies through reading and writing in English language because they are not acquainted with the basic vocabulary in English language that enables them to function through English language and pursue their higher studies.

During school stage, learners are taught English for about six periods per week for more than a decade, but they, hardly, know few words by the time they leave the school level. Therefore, when learners want to express themselves, they search for an appropriate word and fail to find it. Learners, especially adult learners, find it difficult to comprehend what they read or to communicate what they want in written or spoken English. Consequently, they give incomplete or incorrect statements due to the collapse of communication that is caused by the lack of active vocabulary.

In the context where English is taught as a foreign language, as it is the case in Sudan, there are many factors which affect students' achievement in vocabulary. Lack of uniformity regarding foreign language teaching policy is one of the reasons behind poor learning of the language in general and the vocabulary in particular. Learners, who have studied English language as a compulsory subject right from the first standard may possess more stock of vocabulary than those who have been taught English language as a subject from the third or fifth standard. This inconsistent language policy has to be reviewed in order to make it uniform and capable of qualifying all learners in English in general and its vocabulary in vocabulary in particular.

The syllabus of English language is designed from examination point of view. It is very poor syllabus. It does not to give knowledge of the language. Learners are not exposed to

simple, graded and interesting material which supplies them with the stocks of suitable vocabulary. Any learner who depends solely on such learning material, he will not reap anything vocabulary from it. It is essential for the learners to go beyond the syllabus which is prescribed now and search for self-accessed material to learn more vocabulary. The teacher's role is to prescribe additional authentic material so as to motivate learners to increase the stock of their vocabulary.

Unfortunately, teachers themselves have limited stock of vocabulary. It is important to remember that making learners possess sufficient stock of vocabulary is the task of the teacher if he is really qualified and experienced. Allen, V. P., (1993), says, "…experienced teachers of English … know very well how important vocabulary is. They know their students must learn thousands of words that speakers and writers of English use." Unless the teacher himself possesses a rich vocabulary stock, it will not be possible for him to make learners achieve a tangible progress in learning and accumulating sufficient stock of English vocabulary.

The main aim behind teaching English is to prepare the learners for examinations only and therefore more emphasis is laid on what would make learners go through examinations. Learners are prepared, only, to fill up into the blanks provided in unreliable examinations. Teaching, in general, is mostly done to make learners pass in exams. From the beginning, teachers concentrate upon teaching only some words out of context and leaners get engaged in memorizing them. This method of teaching/learning vocabulary will not develop learners' skill in reading or writing. The teacher should develop his own eclectic method and use innovative techniques and modern devices to simplify vocabulary items and make learners possess sufficient vocabulary items that help them in reading and writing in English language.

Learners must have sufficient vocabulary to operate the language they are learning so as to avoid the failure in comprehending the written text and the collapse of communication through writing or speaking. They must expand their vocabulary stock to the extent that enables them to understand English language in reading and produce it, correctly, in writing and speaking; when

the occasion arises. Fries, C. C., (1960), rightly says, "a person has 'learnt' a foreign language when he has thus first, within a limited vocabulary, mastered the sound system (that is, when he understands the stream of speech and achieves an understandable production of it) and has, second, made the structural devices (that is, the basic arrangement of utterances) matters of automatic habit."

Moreover, different shades of meaning of English vocabulary pose a great challenge to learners. Learners are not made, through authentic material, aware of the fact that words of English language bear different shades of meaning. Therefore, they confuse the meaning of the same words when it appears in a different context. For example, the word 'book' refers not only to printed pages, but also to other meanings such as: 'She is booking a ticket', 'They have booked a flat' and 'The head of the main was booked for political assassination.' Learners must be made aware of such shades of meaning which are ingrained in many English words. The teacher should help learners to identify these different shades and layers of the meanings of words and enable them to use them effectively.

However, even after selecting, grading and presenting words and vocabulary, the learner needs grammar so as to order them. If vocabulary and words are the carcass of the language that gives the foundation for reading and writing skills, the knowledge of grammar is the ribs that holds the carcass together. Without grammar, no language can operate even if it is a language which has the richest words and vocabulary stock in the world. Therefore, the knowledge of functional grammar is essential for a real control over the language and its functioning.

# Grammar Knowledge

## Introduction

Many scholars claimed that English language does not have much grammar. Marsh, G. P., (1966), is of the opinion that English language as "having no grammar." Quirk, R., (1972), says that Latin has a good deal of Grammar, but English has hardly any. He says that French has a good logical Grammar, but English is full of irregularities and idioms. He adds that French has a good and well-defined Grammar, but in English you are free to speak as you like. Sidney, Philip, in his essay titled 'The Apologyie for Poetrie' states, "Nay, truly, it hath that praise, that it wants not grammar; for grammar it might have, but needs it not; being so easy in itself, and so void of those cumbersome differences of cases, genders, moods, and tenses; which, I think, was a piece of the tower of Babylon's curse, that a man should be put to school to learn his mother tongue."

## Definition of Grammar

The word grammar comes via Anglo-Norman 'Gramere.' Etymologically, grammar is the 'Art of Letters.' Literally, means the 'art of correct writing.' Originally, the term grammar; 'grammatica', refers to the art of writing sensibly, as compared to rhetoric or rettorica which refers to the art of speaking correctly. In linguistics, grammar is the description of the structure of a language. In a technical sense, grammar is distinguished from phonology which is the study of the sounds of a language and semantics which is the study of meaning. In its broadest sense, the term 'grammar' refers to the statements about the regularities and the irregularities of language. Cobbett, W., (1819), wrote, "Grammar . . . teaches us how to make use of words; that is to say, it teaches us how to make use of them in the proper manner . . . to be able to choose the words which ought to be placed, we must be acquainted with certain principles and rules; these principles and rules constitute what is called grammar." As used today by teachers and learners of a language, grammar is, generally, understood to be a set of rules that govern a language, primarily, its morphology and syntax. It is the way in which words are ordered in a particular

language. It is that branch of science which analyses the constituents of the target language, discovers the rules of its structure, shows how they are formed and ordered, correctly, in actual communication whether spoken or written.

According to The Oxford Advanced Learner's Dictionary of Current English, Grammar is referred to as "study or science of, rules for, the words into sentences (syntax), and the forms of words (morphology)." Dr. Ben Johnson in his book, 'The English Grammar' states, "Grammar is the science of speaking correctly: The art which teaches the relations of words to each other." The Longman Dictionary of Contemporary English defines grammar as "the study of use of the rules by which words change their forms and are combined into sentences." Widdowson, H. G., (1988), defines grammar as "a device for indicating the most common and recurrent aspects of meaning, which formalizes the most widely applicable concepts, the highest common factors of experience: it provides for communicative economy." Nunan, D., (1991), gives a detailed explanation about grammar by saying, "Grammar is (1) an analysis of the structure of a language, either as encountered in a corpus of speech or writing or as predictive of a speaker's knowledge, (2) an analysis of the structural properties which define human language, (3) a level of structural organization which can be studied independently of phonology and semantics". According to Harmer, J., (2001), grammar can be generally defined as "a knowledge of what words can go where and what form these words should take." Ur, Penny, (2012), explains that grammar is "the way words are put together to make correct sentences." Burns, A., (2009), considers grammar as "a nourishing resource" which helps students reinforce their language learning. Ellis, R., (2006), does not directly define grammar, but clarifies the term grammar-teaching which "involves any instructional technique that draws learners' attention to some specific grammatical form in such a way that it helps them either to understand it meta-linguistically and/or process it in comprehension and/or production so that they can intern."

# Importance of Grammar and the Importance of its Teaching/Learning

Grammar has always played an important role in giving meaning to language. According to Ellis, R., (2006), "Grammar has held and continues to hold a central place in language teaching. The zero-grammar approach was flirted with but never really took hold, as is evident in both the current textbook materials emanating from publishing houses (e.g., Whitney & White, 2001) and in current theories of L2 acquisition. There is ample evidence to demonstrate that teaching grammar works." Grammar is an immensely pervasive phenomenon in each and every language. Mulroy, David, (2003), said, "The value of grammar was never challenged." It is crucial for proper learning of the language. Palmer, F. R., (1971), considered that the central part of a language is its grammar. It is the backbone of every language and the integral part of the language which is used in everyday communication. Every language has its own special grammar; the way of ordering words, forming phrases and sentences and enabling its speakers to communicate verbally and graphically in a correct manner. No language can exist without grammar. Nassaji, H., and Fotos, S., (2011), write about the importance of grammar by stating, "grammar is fundamental to language; without grammar, language does not exist."

It can be said that grammar is the glue that sticks the parts of the language together. It is concerned with the correct formation of the discourse and the proper use of the language. In other words, it is part of discourse which is an essential feature of reading, writing and speaking. In fact, there is no proper existence of the discourse without grammar. In the absence of grammar, it would be difficult to deal even with any language. Without an ability to use grammar in a variety of linguistic situations, effective communication in a language would be seriously impaired, the speaker and writer would seriously be handicapped and the language would be in a chaotic condition. Ellis, R., (2002), in his article 'The Place of Grammar Instruction in the Second Foreign Language Curriculum' has rightly pointed out that "without

grammar instruction, learners frequently fail to achieve advanced level of grammatical competence." A wonderful example has been given by Kohli, A. L., (1984), describing the importance of grammar. It goes, "A writer has given a beautiful analogy to illustrate the use of knowledge of Grammar. Imagine two car drivers. The first driver knows only driving and nothing about the working of the engine. He feels helpless whenever there is some trouble with the machinery. The second driver knows driving and also understands the working of the machinery. The person who knows grammar is like this second driver. In case he doubtful about the correctness of a particular thing, his knowledge of grammar comes to his rescue."

Grammar has always been an integral part of teaching/learning English in foreign language teaching situations and still many linguists and teachers believe that grammar in the classrooms is an important part of, both, teaching and learning programs because the knowledge of English grammar is very important, both, for excellent academic records which are achieved mainly through reading, writing and translation activities and for polishing as well as perfecting language by seeing how meaningful elements within a language are combined into complete and correct texts or utterances according to rules that govern the internal structure of the target language. Thus, making learner possess the knowledge of grammar is necessary as it is important for excelling in reading comprehension, writing, listening and speaking in a foreign language. Hawkins, E., (1984), says that grammar plays a very important role in language learning. There is no way to conquer the use of the whole language without having a sufficient knowledge about its usage and terminology. The teacher should make all efforts to make its understanding easy for the learner. Hutchinson, T. and Waters, A., (1987), find that introduction of grammatical terminology makes learner feel easier because sufficient knowledge in grammar enables learners to make conscious utilizing of grammar rules, possess a better linguistic competence and improve their performance in the language. Therefore, grammar must be part and parcel of any language teaching course. Els, Hinkel, and Sandra, Fotos, (2002), advocate

the identification of a flexible way to incorporate grammar in teaching English language.

Students must learn how to use the grammar of English language in order to steer the language, communicate clearly and effectively and avoid misunderstanding. Learning the grammar of a foreign language is different from acquiring the grammar of a mother tongue. When a child acquires his mother tongue, he acquires, both, grammar and usage, indirectly. He imbibes and assimilates them in the course of his exposure to his mother-tongue. When the same child learns a FL, he faces many problems. One of the main problems is his mother-tongue itself.

In a foreign language context, the grammar of a language like English is like science subjects; it is both taught and learnt. Therefore, learning grammar needs to be encouraged and learners must be efficient in usage of the language because the use of the language can't be separated from its usage. In fact, language as a use is disfigured without usage. Widdowson, H. G., (1979), rightly says that teaching language as 'communication' opens with discussion on 'use' and 'usage.' It means that a foreign language, like English, can't be learned, properly without knowing functional grammar because communicative competence can't be separated from grammatical competence. Canale, M. and Swain, M., (1980), were right when they said that grammatical competence is an integral part of communicative competence.

Teachers who teach English as a foreign language must consider functional grammar teaching as the most important part of language teaching. Such an attitude would, undoubtedly, help the learners to develop many necessary skills in the target language including grammatical competence without which correct communication can't be established. Scholars like Larsen-Larsen−Freeman, D., (1991), wrote about the implicit grammar or no grammar instruction in ELT. They said that grammatical competence is essential for communication which cannot be attained solely through the input of meaningful sentences or structures, but through the direct teaching of the functional grammar and practicing reading and writing. This means that the role of functional grammar must not be excluded in the context where English is learned as a foreign language. Teaching circles in

FL teaching context should not depend on the so-called communicative material to teach the target language as it excludes the direct teaching of functional grammar. Thornburg, S., (1999), claims that syllabus of communicative language teaching has many categories of meaning or functions and have strong grammar basis, but it is a fact that grammar items, in such a material, are scattered in the functional categories, in such a way that they do not serve the cause of their presence in the teaching course because communicative language teaching means, as Spada, N., (2007), puts it “an exclusive focus on meaning”; through direct communication and there is a complete relegation of grammar to the margin. In situation where English is taught as a foreign language, teachers must give special importance to the teaching of functional grammar. They must go through various methods and approach of teaching grammar and devise their own method of teaching it.

# Methods of Teaching English Grammar

Traditionally, methods of teaching English grammar either depended on deductive teaching of grammar in which the teacher gives the learners the set of rules to be learnt and then they phrase suitable examples to represent them or on inductive teaching of grammar in which the teacher provides learners with examples and then allow them to find out, discover and learn the rules by themselves through handling the examples. These two ways of teaching grammar have been used by different methods of teaching grammar. The different methods of teaching grammar may be discussed, briefly, as follows:

## Grammar-Translation Method

Richard, J. C. and Rodgers, T., (1986), said that grammar translation method dominated European and foreign language teaching for about a century. It is still widely used and practiced in modified forms in foreign language situations. In this method, grammar is taught deductively. It considers that the goals of language learning are to learn a language in order to read for comprehension, writing and translating texts. In grammar translation method, the learner makes a detailed analysis of the grammar rules of the target language and writes according to those rules. It means that the learner applies grammar in writing and translating sentences and texts. It was a kind of academic persuasion in foreign language learning context and learners used to reap a lot of benefit from it.

## Situational Language Teaching

The situational language teaching adopts an inductive approach to the teaching of grammar in which explanation of the rule is induced from the way the form is used and practiced in the situation. The syllabus in the situational language teaching is a structural one. It lists the basic structures and sentence patterns of the target language. Reading and writing are introduced when a sufficient grammatical basis is established. The main characteristic of the situational language teaching is that items of grammar are

graded and taught by introducing simple forms first before the complex ones.

**Audiolingual Method**

The audiolingual method is the offspring of the structural linguistic theory, contrastive analysis, aural-oral procedures and behaviorist psychology. It is an aural based method which considers language as a system of structurally related elements in the form of phonemes, morphemes, words, structures and sentence which make up the meaning. Learning language entails mastering those elements, building blocks of the language and learning the rules through dialogue. However, audiolingual method does not teach grammar explicitly because its major priorities are developing the listening and speaking skills of the learners. Therefore, explicit grammatical explanations are kept to the minimum and even these limited explanations also are done through mechanical repetitions because it considers learning as a result of habit formation.

**Communicative Approach**

According to Hymes, D., (1972), a person who acquires communicative competence acquires first both knowledge and the ability for language use with respect to whether or to what degree something is formally possible. A more recent but related analysis of communicative competence is found in 'Theoretical Basis of Communication Approaches to Second Language Teaching and Testing' by Canale, M. and Swain, M., (1980), in which four dimensions of communicative competence are mentioned; namely, grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Grammatical competence refers to what Chomsky calls 'Linguistic Competence' and what Hymes means by what is "formally possible." Littlewood, William, (1995), claims, "One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language."

However, these dimensions were philosophical theorization which failed to come down to the ground of reality specially in

situation where English is a foreign language. All the above statements and claims which were made by scholars like Hymes, D., Canale, M., Swain, M. and Chomsky, N., are theorizations which attempt to save communicative approach from the charge of being a failure approach that failed to deliver both communicative use and usage of the language in foreign language teaching situation.

Since the emergence of the so-called communicative language teaching approach, grammar has not enjoyed any status in teaching/learning circles and the issue of teaching of grammar in foreign language classrooms has been a matter of great controversy. This controversy continued for a long time and affected the learning achievement of learners in situation where English is taught as a foreign language. The so-called communicative language teaching approach claimed that learners can become proficient in all the four skills of language, i.e., listening, speaking, reading and writing without studying grammar, but this has never happened in the context of learning English as a foreign language. A learner can't learn a foreign language, properly, through a process similar to that by which he had acquired his mother tongue; through unconscious assimilation of listening and speaking. In the process of learning a foreign language, conscious learning of grammar is essential.

The proponents of the communicative approach were not in favor of teaching grammar directly. They thought that grammar hinders the communicative ability and that the chief goal of language should be to develop communicative ability. They produced such an awry assumption not out of scientific study, but because they were colonial-minded theorists. Their motives were cultural transformation of the linguistic sensibilities of the world population. Therefore, communicative language teaching in situation where English is a foreign language failed because it separated form from meaning. The agenda of the communicative approach succeeded only in those countries which were ready to discard their linguistic identity, but not in those countries which want to learn English language for specific purpose; academic and library language. The proponents of the communicative approach failed to know that it is via grammar that a learner of English as a foreign language can communicate a variety of massages correctly

and without grammar their achievement in the whole language becomes very limited. Many scholars like Celce-Murcia, M., Dörnyei, Z. and Thurrell, S., (1997), Ellis, R., (2000) and Mitchell, R., (2000), found communicative language teaching is inadequate because of its focus only on meaning-centered communication and neglection of grammatical rules which bring accuracy to meaning. Those scholars proved that despite a significant and long-term focus on meaningful input and targeting communicative skills, learners fail to achieve necessary grammatical accuracy in writing and even in speaking.

The standard of English where it is taught as a foreign language deteriorated as a result of the blind sticking to the jargons and theorizations of the proponents of the communicative language teaching. Taking this problem into account, many other scholars like Swain, M., (2005), feel that this may prompt the target language learners to recognize consciously some of their linguistic problems by direct studying of the functional grammar, reading authentic material that reinforces it and practicing writing in order to implement it. This indicates that grammar is closely related to other skills of the language. Without the knowledge of functional grammar, other skills of the language will fail to develop or prosper.

# Grammar and other Skills in FLT Situation

As far as the teaching approach or method in FLT situation is concerned, the teacher should not stick to any specific approach or method. Contemporary researches on implicit or explicit teaching of grammar have concluded that an exclusive emphasis upon only one of the approaches; explicit or implicit, can prove to be a great hindrance in language learning, specially, in case of adult learners of a foreign language. Therefore, the teacher may make a judicious amalgaming of various approaches, methods and techniques in order to find out a way to teach functional grammar. It is important to remember that in foreign language situation, the focus on form, accuracy and accurate use of the language is a tool to reach to an acceptable level in learning the language because it improves learner's achievement in the target language skills and draws his attention on the communicative context and how it can be built up correctly. The teacher can prepare an instructional material and adopt a suitable way of teaching that makes the learner pay attention to the target linguistic form and improve his accuracy in the language. According to Ellis, R., et. al, (2001), the focus on form is "any planned or incidental instructional activity that is intended to induce language learners to pay attention to linguistic form." Ellis, R., et. al, (2001), found that grammatical accuracy and accurate use of new form in the target language enable learners to improve their learning. Loewen, S., (2005), and Camhi, P. J. and Ebsworth, M. E., (2008), also found that focus on-form has led the learners to learn and use more accurate forms and structures of the target language. Andrews, K. L. Z., (2007), argued that the learners of advanced level with high academic goals may be benefitted with a more explicit approach to grammar because at this level they have to learn complex structures and concepts which can be learnt through explicit instruction focusing on form.

Now, there is a common return to studying and learning of the grammar of English language because learners themselves have clear awareness of the importance of grammar as a kind of useful activity which helps them to understand what they read efficiently, structure what they write effectively and measure their learning

progress properly. Even, conscious adult learners give importance to grammar and consider it as a bridge to learn other skills and achieve control over them, therefore, some language teachers of the 21st. century, as Ikpia, V. I., (2003), says, believe that adult learners of English give more importance to learning grammar.

Teachers and learners should know that the knowledge of grammar becomes a powerful instrument that facilitates the proper learning of the language and makes learners comprehend the written material and write without any mistakes. It develops accuracy, precision and fluency of oral and written communication. It provides profound creative ability to use language in its correct and eloquent form and cultivates analytical skills and logical thinking. It widens the teaching scope and allows the teacher to teach new language items effectively.

Functional grammar of English language and its teaching/learning must be the cornerstone of the teaching/learning efforts so as to enable learners not only to communicate accurately and meaningfully, but also to increase their ability to feel the language as a whole. Learners must be trained to write without making any error in grammar or word order. Then, only they can convey their ideas, clearly, and get understood, easily, by whoever reads their written material. They should be acquainted with the functional grammar; tense, clauses, reported speech, active/passive voice, etc. so as to observe the rules of language structure in not only writing, but also in speaking. Both, teachers and learners should know the value of grammar in fostering various skills, particularly, reading, writing, translation and its close relation with vocabulary. Such relations may be discussed, briefly, as follows:

### *The Value of Grammar in Reading*

Reading, like listening, is a comprehension process. Grammatical competence is a necessary for good reading performance and reading activity, on its turn, helps learners to reinforce and master grammatical knowledge. Jingjing, Tang, (2002), argues that there is beneficial effect of grammar instruction on the student's reading. The reader finds exact meaning in reading material if he possesses grammatical competence because the lexical items are arranged in a particular order so as to produce the

exact meaning of the messages. On the other hand, grammar enables the learner to understand what he reads accurately. If the learner is not acquainted with the grammar of the language, he will face comprehension difficulties. Koda, K., (2005), pointed out that all difficulties L2 readers experience can be attributed to inadequate linguistic knowledge. What she says is applicable with learners of English as a foreign language. This indicates the fact that no written text can be properly understood if it is not properly structured through grammar. Therefore, in practicing reading, both, the writer and the reader should have sufficient knowledge of grammar to phrase and understand the text easily. Hence, a reader's knowledge of grammar is always important to reading comprehension because without the correct knowledge of grammar, the reader would generate inaccurate or incomplete meaning of different semantic and syntactic structures of the text. Teun, A. Van Dijk and Walter, Kintsch, (1983), and Walter, Kintsch, (1988), feel that reading comprehension is mostly conceptual, yet it cannot be denied that grammar has a great role to play, directly or indirectly, to decode the precise meaning of the reading material. In addition to the negotiation of meaning, reading requires knowledge of syntactic relation of sentence components and grammatical competence to employ them as the necessary tools in reading comprehension. Kuhn, M. R. and Stahl, S. A., (2003), reviewed the theories on reading instruction and found that dividing sentences into grammatical meaningful units, promotes the reading comprehension to a significant level. It means that the grammatical competence is crucial to constructing the correct meaning of the text and enabling the reader to comprehend it. Thus, it can be said that reading is the best activity to improve grammar and grammar is an effective tool to help the reader to establish the meaning of the reading material. According to Mohammad Reza Afroogh, (2019), "One way to improve your grammar is to read more in English. The more you read, the more you improve your grammar and vocabulary. It may be tiring and difficult to understand everything, but this is one step you cannot skip if you want to get better at grammar. Reading helps you to see how English works and how the grammar works. That knowledge can transfer to your writing. Find something you like to read, and then keep on reading."

***The Value of Grammar in Writing***

Writing is a productive skill which is based on a very good knowledge of grammar and the ability to form sentences correctly. It involves producing and communicating a written message and therefore it is primarily a learned skill. To produce a correct and meaningful writing, the learners must be acquainted with all the formal and technical aspects of the language. It can't be denied that the knowledge of the system enables the learner to use it for writing correctly because the power of expression is a matter of, both, knowledge and skill and the communicative situations move, automatically, from the ability to manipulate linguistic situations to the ability to write correctly and give a meaningful message. It is the grammar which orders words, correctly, gives shape to meaning and enables the learner to write a comprehensible message.

Writing is the most refined form of all language skills, therefore, a conscious learning of grammar and its application is needed because grammar helps in giving writing acceptable structure and meaning. It is not possible to separate the use of the written language from its usage. As it is mentioned earlier, only an 'exact' skill can make an exact man. Writing, in this regard, proves to be an exact skill and the learner cannot make it to be so without implementing the knowledge of grammar. He should have the basics of the rules of the language and its implementation otherwise he will not produce a written output that manifests any true meaning. He must have adequate competence in forming sentences because grammatical accuracy is essential to create a correct message. He should know the basics of the grammar in order to use it correctly.

To help learners improve their grammatical accuracy, Amber, Gallup, Rodriguez, (2009), says that teachers should opt for explicit focus on form within the context of meaningful learning activities and tasks that give learners ample opportunities for possessing grammatical competence, understanding the structure of the target language and using it to produce correct writing. In other words, an understanding of the functioning of language must be a part of the general knowledge that a learner should have to apply it in his writing and even in his eloquent speaking. Mohammad Reza

Afroogh, (2019), lists reasons why we should apply correct grammar when we write or speak:

- Grammar rules can help learners develop the habit of thinking logically and clearly. After studying grammar, learners are able to become more accurate when using a language.
- Without good grammar, clear communication is impossible. Proper grammar keeps you from being misunderstood while expressing your thoughts and ideas.
- Grammar improves the development of fluency. When a person has learned grammar, it will be easier for that person to know how to organize and express the ideas in their mind without difficulty. As a result, they will be able to speak, read and write the language more fluently.
- Many employers are immediately put off when they receive a cover letter for a job application that contains grammatical errors and is poorly written. Many employers will simply ignore this application and even delete it. It is therefore important to bear this in mind when applying for a job.
- When writing on behalf of your organization, it is important to use the correct grammar, as this can mean the difference between readers trusting your expertise or questioning your knowledge of the subject matter. If you can't write properly, you can't relay your subject matter with authority.
- A person with poor grammar skill forms a negative impression on others. First impressions can be lasting and may hide the true judgment of character. Some people consider good grammar to be a mark of intelligence and education. Don't allow strangers to form a negative impression of you based on your poor communication skills.
- Writing and speaking correctly gives you the appearance of credibility. If you're attempting to build a reputation as an expert in your profession, correct use of grammar is extremely important.

### *The Value of Grammar in Translation and Interpretation*

Grammar enhances the quality and credibility of the interpretation and translation and interpretation and translation, on their turn, help in learning the target language and its structure. It means that they have reciprocal relations and benefit each other.

Therefore, interpretation and translation must be part of the course of English language learning as they help in learning the English language and its grammar. Greenbaum, S., (1974), was right when he said, "… the interpretation of texts – literary or non-literary – sometimes depends on grammatical analysis; recognition of grammatical structures is often required for punctuation; and a study of one's own grammar is helpful in studying the grammar of a foreign language." It means that the knowledge of the grammar of one language becomes a strong foundation for learning other languages and their grammar. In this regard, familiarity with the grammar of both the languages makes translation from English language to the mother-tongue easier. In other words, understanding the similarities and differences between two languages, through analytical studying of their grammar, facilitates the comprehension of various language-specific concepts, translating them correctly and interpreting the text minutely.

***The Close Relation between Grammar and Vocabulary***

Grammar multiplies the structure of the language while vocabulary, merely, adds to it, nevertheless, they are closely related to each other. Schmitt, N., (2000), says that grammar and vocabulary are fundamentally linked. When we compare vocabulary and grammar, we find that vocabulary is more important, but dealing with grammar is different from dealing with vocabulary. Thornbury, S., (2002), has rightly said, "Vocabulary is largely a collection of items, grammar is a system of rules." If the learner has a rich stock of vocabulary, but does not know grammar, he will produce a disfigured text and a fragmented skeleton of the language. Similarly, if the learner has a good mastery over grammar, but he does not have a sufficient stock of vocabulary, he will not be able to produce any text. He will face the problem of the collapse of communication. Therefore, it is difficult to think of vocabulary and grammar as separate entities. Along with mastering vocabulary in the target language, learners need also to learn how to monitor grammatical rules so as to order the vocabulary items and create correct texts, therefore, vocabulary and grammar are very much related to each other.

# Grammar Knowledge: Major Issues and Measures

Poor knowledge in functional grammar is one of the major problems among foreign language learners. If we take Sudanese learners of English as an example, my experience in teaching at university level showed me that even students who are doing master's degree in linguistics can't write a single sentence correctly. They usually write in English language as they speak in Arabic without giving any consideration to the peculiarity of the grammatical structure of English language because they are not given sufficient practice in functional grammar of English language. In other words, learners write in English language as they speak in Arabic because they are not taught that the grammar of English language is different from the grammar of Arabic language. The reason behind such a sad state of affairs seems to be that learners are, mechanically, taught the rules of grammar without exposing them to intensive drills and exercises in order to reinforce their linguistic knowledge. Even if some exercises are given, the teachers do not pay proper attention to the correction of the learner's performance. This means that learners are neither provided with a true support of learning grammar nor are they given feedback about their mistakes or the extent of their learning the functional grammar of English language. Therefore, learners do not know how to use the commonest structures of English language.

It is important to remember that in any language teaching effort, form is as important as the meaning. According to Saraceni, M., (2008), form and meaning should not be separated from one another; they should complement each other. Therefore, learner must have the knowledge of form because the knowledge of form, as I have said in my book tilted 'Teaching English in Sudan: A Practical Approach, (2003), "makes it possible for the learner to make a sense of what he is reading, create a coherent and sensible writing and distinguish between right and wrong forms." I have repeated this conviction in other books; namely, 'Sudanese Educational Issues: An Ideological Perspective' and 'History of English in Sudan: A Critical Re-reading.'

As the major goal of teaching/learning English as a foreign language is supposed to be to enable the learners to possess effective skills in reading comprehension and writing correctly, the achievement of this goal can be facilitated by making the learner possess a practical command over functional grammar of English language. Thus, there is a need for sufficient exposure to functional grammar from a book which has intensive drills such as the book titled, 'Grammar of English: Explanation, Rule and Drills' which was written by the author to learners of English as a foreign language. Such intensive drills should be introduced early in the school level to make the learner possess a sound knowledge about grammar because there are three things which are essential for a learner to know; namely, the knowledge of the language as a code, the knowledge of the language as a system of meanings for comprehension and the knowledge of correct writing. Through intensive drills in English grammar, learners can establish the difference between the grammar of English language and the grammar of Arabic language. Moreover, the learner should be helped to establish a clear demarcation between the grammar of the two languages and reduce interference to the minimum. Intensive drills in grammar, authentic reading material and practicing writing would qualify the learner in English language in general and its grammar in particular and shift his knowledge of grammar from explicit grammatical knowledge to implicit grammatical competence. According to Du, Xiaohong, (2013), "The relationship between explicit grammatical knowledge and implicit grammatical competence is similar to the interrelationship between declarative knowledge and procedural knowledge. The declarative knowledge is equivalent to the knowledge concept we traditionally have, while the procedural knowledge mainly refers to the knowledge used to answer question like how to do." It means that they would be able to apply their grammatical competence in their writing, understand written material, speak correctly and understand verbal expressions properly. It is important to remember that grammar rules are similar to declarative knowledge whereas how to apply grammatical rules in language activities is part of the procedural knowledge. According to Pi, Liansheng, (2004), "the first stage of procedural knowledge is declarative knowledge acquisition, that is, declarative

knowledge is the basis of procedural knowledge; the second stage of procedural knowledge is achieved through applying rules from procedural knowledge to declarative knowledge; and the highest stage of knowledge development is to achieve the degree of automation in language output." The procedural knowledge of grammar makes learners capable of establishing a clear concept about each and every grammatical application. It means that the activity of teaching grammar should be firstly based on drills and exercises to make the learners know the rule then it has to be context based or discourse based through engaging learners in writing simple texts and correcting their writing either by the outstanding learners in the class or by the teacher himself. Context and discourse-based activities are effective techniques of consolidating learners' understanding of the functional grammar of English language. Celce-Murcia, M., (1992), says that formal grammar instruction would be more effective if it is discourse-based and context-based than if it is sentence-based and context-free. Intensive reading and listening to authentic material can contribute a lot in reinforcing the grammatical competence of the learner as both provide fully contextualized learning environment which would remove the gap between declarative knowledge of grammar and procedural knowledge of grammar. It will qualify the learner to differentiate between knowing about something; grammar, and doing that thing; contextualizing grammar through writing and speaking. It will also make the learner self-confident and do not fear of expressing himself through writing and speaking.

By understanding the dimensions of the international position English language and the language skills which must be given priority in teaching/learning when it is taught and learned as a foreign language, programs of its teaching/learning can be successful in achieving their aims and objectives. In foreign language teaching situations, educators and syllabus designers should be geared up to prepare teaching materials that suits the teaching of English as a foreign language and teachers should devise approaches and methods that suit the requirements of teaching English as a foreign language. Learners themselves must be trained to be develop learning strategies and styles that suit the process of developing the basic skills when English is a foreign

language and putting the foundation for an overall development of the learners' skill in the language as a whole.

The teacher should be also acquainted with contrastive approach and error analysis in order to analyze the errors committed by the learners as they enable the teacher to deal with the performance of the learners and their language output. They also enable teachers to devise remedial courses that eradicate the difficulties faced by learners in the process of learning this foreign language. Without a basic knowledge of contrastive approach and error analysis, the teacher will not be able to evaluate the performance of the learner nor will he be able to review the course which he is teaching or help the course designers with practical feedback that enables them to improve upon the courses of teaching English language.

Finally, confining this book to discuss only two skills; namely, reading and writing, and two sources of language knowledge; namely, vocabulary and functional grammar does not mean relegating the skills of listening and speaking to the margin. Now, there are abundant audio-visual resources of listening in the internet which are suitable for learners of English as a foreign language. They can be made, by the learners, as self-access material which trains them in listening and they would, definitely, qualify them in speaking skill whenever the occasion arises.

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**About the Author:**

**Dr. Abdelrahman Mohammed Yeddi Elnoor** is a prominent writer, academician and critic. He was born in Elgolid district; North Sudan on 1st. of June 1964. He got his early education in Khalwa; a form of Islamic education, then, he completed the primary and intermediate schools in Elgolid itself. Then, he completed the secondary school in Khartoum. Then, he joined Omdurman Islamic University in 1986. His aim was to study English language and literature, but against his will, he had been admitted in History Dept., therefore, after completing the first year in that Dept., he departed to India to study English language and literature. He completed the Bachelor of Arts; (English as a major paper), in 1990 from Pune University. Then, he completed Master of Arts; (English Literature as a major paper), in 1993 from Pune University. Then, he completed Ph.D. of English; (ELT), from BAMU in Aurangabad in 1997.

**Dr. Abdelrahman Mohammed Yeddi Elnoor** worked in the field of translation in the Persian Gulf. He has climbed the job grades till he became Translation Expert. Moreover, after his return to Sudan, he worked as Associate Professor in the College of Languages and Translation in Sudan University of Science and Technology till he was dismissed because he wrote and published an article title: “Marketing Academic Degrees in Sudanese Universities: A Testimony for Allah” which exposed the crooked academic ways of the corrupt stakeholders.

After a prolonged and deep reading, studying and researching in the references and books of those who call themselves Sunnis, he shifted from the so-called Sunna Creed, to Shiism; allegiance to the Progeny PBU them; the

true followers of Quran and the Sunna of the Prophet PBUH and his progeny. He has many written works which explain various aspects of this shift and no Mullah could respond, scientifically, to what he has written in this regard.

He is a proficient writer, deep-sighted academician and sarcastic as well as stinging critic. He has written many books and articles. Some of them are in English and some of them are in Arabic. They cover aspects such as education, ELT, literary criticism, history, religion, politics, short stories and other intellectual issues. Many of them are available in the libraries of more than 160 universities all over the world and also in many international national libraries such as Congress Library in the US and Russian National Library. They are also available online on many websites include the author's own website: https://yeddibooks.com. The following are lists which include some of his works:

**Books:**

1. Tayeb Salih's Season of Migration to the North: An Ideo-Literary Evaluation, (English Version)
2. Tayeb Salih's Season of Migration to the North: An Ideo-Literary Evaluation, (Arabic Version)
3. Sudanese Educational Issues: An Ideological Perspective. (In English)
4. History of English Language in Sudan: A Critical Re-reading. (In English)
5. Teaching English in Sudan: A Practical Approach. (In English)
6. The New Muslim's Book of the Fundamentals of Islam: Their Significance. (In English)
7. Intellectual scientific and academic miscellany. (English/Arabic)
8. Basics of English Grammar for Sudanese Students
9. Grammar of English: Explanation, Rule and Drills
10. History of Educational Experiments in Sudan: A Brief Account. (In English)
11. Value-based Stories. (In Arabic)
12. From Darkness of Saqeefa's Astray to the Guidance Light of the Ship. (Arabic Version)
13. From Darkness of Saqeefa's Astray to the Guidance Light of the

Ship. (English Version)

14. The Reign of the So-called Islamists: The Reign of the Harmful Catastrophe. (In Arabic)
15. Language Teaching: From Method to Post-method: A Sourcebook. (In English)
16. Mahmood Mohammed Taha: A Contemporary Falta (Sudden Recklessness) from Saqeefa Falta. (In Arabic)
17. Hasan Abdullah Al Turabi: Hashawi and Salafi Understanding and Holami Compositions. (In Arabic)
18. O Sudanese! Know Your True Enemy: Other Articles (In Arabic)
19. Curriculums in Sudan and the Strategy of Misleading the Young People. (In Arabic)
20. No Stoning for an Adulterous and No Capital Punishment for an Apostate. (In Arabic)
21. English as an International Language: Skills to be Given Priority in FLT Situation. (In English)
22. Disgrace in Departments of English and Colleges of Education in Sudanese Universities: With Special Reference to SUST and Alneelain Universities. (In English)
23. A Critical Sail into Ali A. M. Yeddi's Novel: The Legendary Whale. (In English)
24. Mohammed Sayyed Haj: A Story-Teller, Croaks with Distortion, Hides Truth and Ruminates Lie and Falsification. (In Arabic)
25. A Critical Literary Glance into Ali A. M. Yeddi's Novel: A Racial Madness against Innocence. (In English)

**Articles:**

1. "Aims of Education in Sudan: An Ideological Overview", in, 'Educational Insight', Quarterly, Vol. 1, No. 2, Dec. 1997. (In English)
2. "Sudan: A Model of Real Independence", in, Radiance Viewsweekly, 15-21 Feb., 1998. (In English)
3. "Mother Tongue as Medium", in, Radiance Viewsweekly, 11-17 April, 1999. (In English)
4. "Foreign Transmission and the Allegiance of Human Intellect", in Radiance Viewsweekly, 3-9 Jan., 1999. (In English)
5. "Language Policy in Sudan", in, RELC Journal, Vol. 32, No. 2, Dec. 2001. (In English)

6. A Story of Confrontation between the Artistic Classifications Dept. and Dr. Abdelrahman Mohammed Yeddi, Al Rakoba Website. (In Arabic)
7. Marketing the Scientific Degrees in Sudanese Universities: A Testimony for Allah, Al Rakoba Website. (In Arabic)
8. Basic School Books are Full of Lies, False and Misleading: Oh Parents, Pay Attention! (In Arabic)
9. The Aftermath of the Fall: Pseudo-Islamist Brothers is a Zio-American Organization, Al Rakoba, 10th. October, 2020. (In Arabic)
10. The Sora of Frowned and the Frowner is Othman. (In Arabic)
11. O, who Parys Taraweeh- Are you a Donkey? (Arabic/English)
12. "Then Complete Fasting until the Night" The Night and not Moqrib is the Legal Time for Iftar. (Arabic/English)
13. Ablution is Two Washing and Two Rubbing. (In Arabic)
14. '9-TheLong' The Thieves are in the Palace Since 1956. (In Arabic)
15. The Tempest About the Renaissance Dam and the Pharaonic Agenda behind It. (In Arabic)
16. The Falsehood of A'shora Fasting and Distracting Mules from Truth. (In Arabic)
17. How Do We Not Be Racial and We….? (In Arabic)
18. How Do We Not Kill Each Other and Rob Each Other While We are Loyal to Criminals and Pray for Them? (In Arabic)

Please send your feedback and correspondences to the author through the e-mail: dryeddi12@gmail.com

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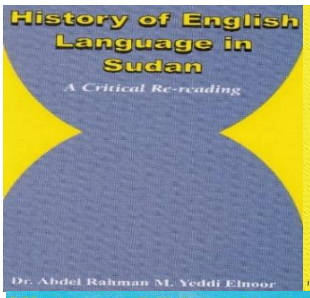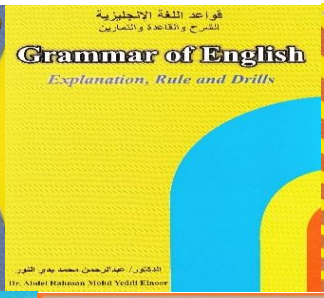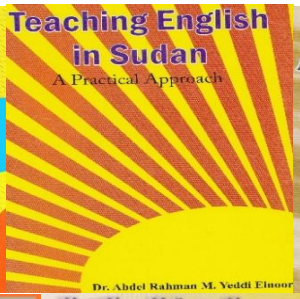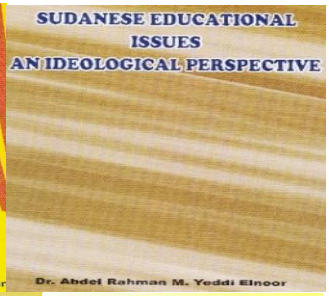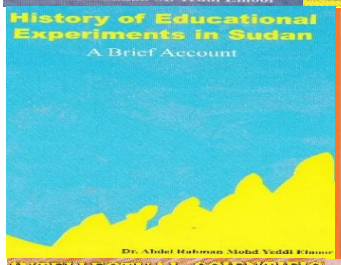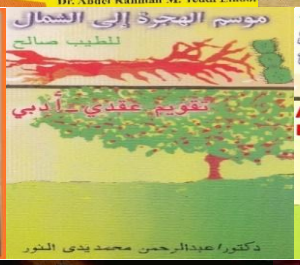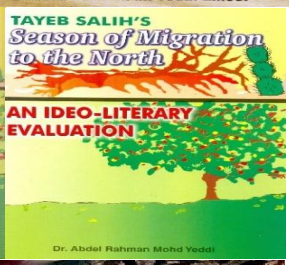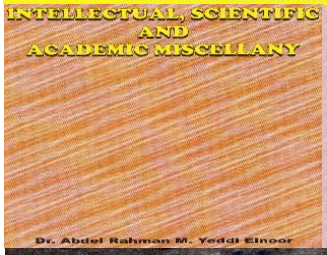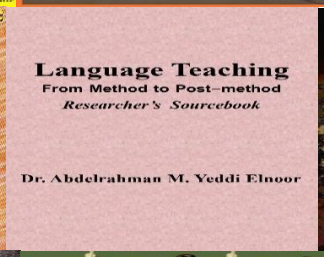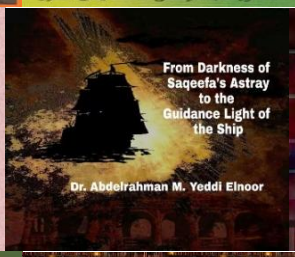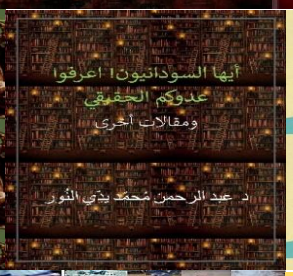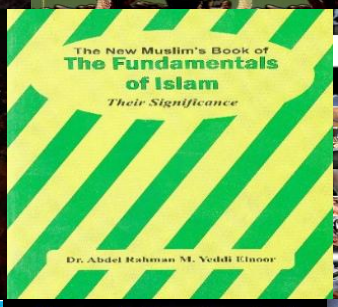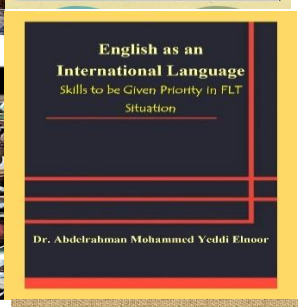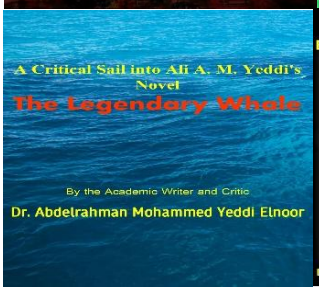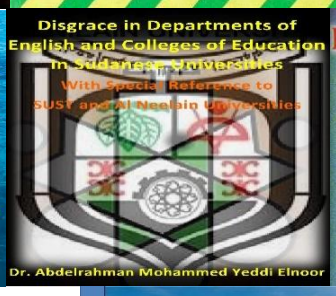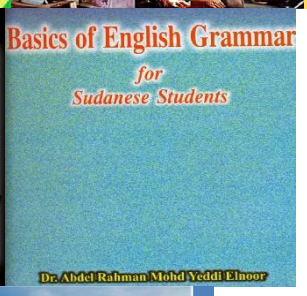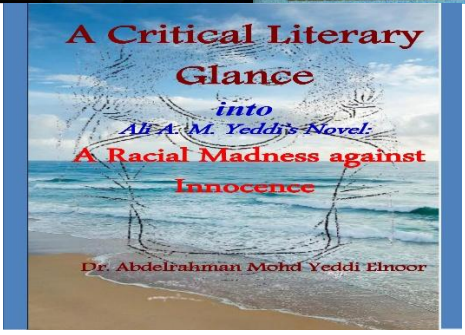
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